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DOCUMENTS

OF THE

BOARD OF EDUCATION

OF

The City of New York,

FOR THE YEAR ENDING DECEMBER 31, 1865.

New York :

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1866.

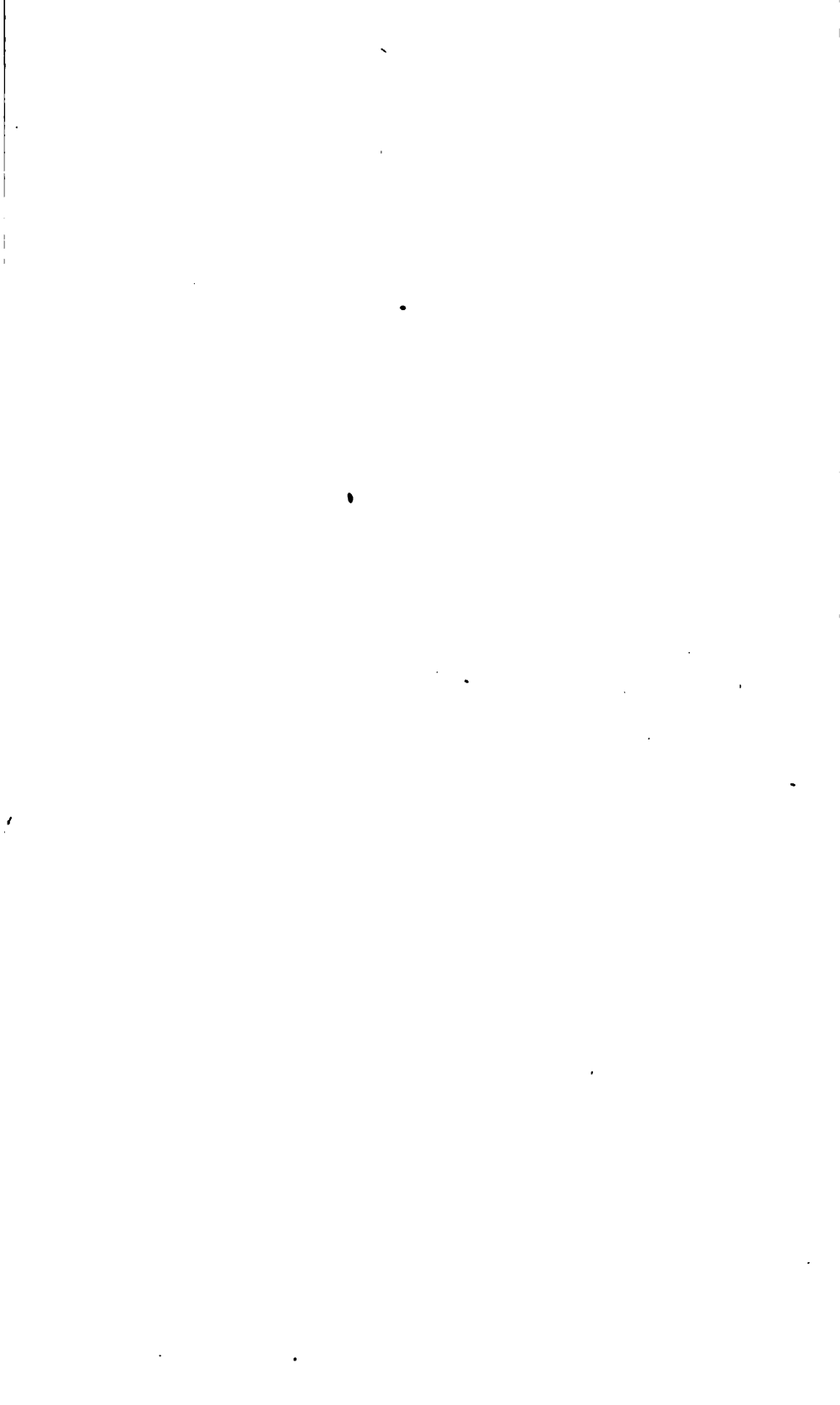
CONTENTS.

NUMBER, DATE, AND SUBJECT.

1865.

Document.

- No. 1.—January 18. Inaugural Address of James M. McLean, Esq., President.
- " 2.—March 15. Report from the Committee on Buildings, relative to revision of the scale of salaries to be paid to the Janitors of the Schools.
- " 3.—May 3. Report from the Finance Committee, apportioning the School Moneys for the year 1865.
- " 4.—May 17. Report from the Executive Committee of the Free Academy, relative to increasing the salaries of the Faculty, and others employed in said Institution.
- " 5.—June 7. Report from the Special Committee on Consolidation of Schools, relative to Schools in the Fourteenth Ward.
- " 6.—July 5. Semi-Annual Report from the Engineer of the Board, relative to the condition of the Heating Apparatus in the several School Buildings.
- " 7.—July 5. Semi-Annual Report from the Superintendent of School Buildings, relative to the safety and repairs of the several School Buildings.
- " 8.—November 1.—Fourteenth Annual Report of the Faculty of the Free Academy to the Board of Education.
- " 9.—December 6. Semi-Annual Report of the Engineer of the Board.
- " 10.—December 6. Semi-Annual Report of the Superintendent of School Buildings.
- " 11.—December 27. Annual Report of the City Superintendent of Schools.
- " 12.—December 27. Annual Report of the Board of Education.
- " 13.—December 27. Annual Report of the Finance Committee.
- " 14.—December 27. Report of the Auditing Committee on the examination of the accounts in the Clerk's Office.
- " 15.—December 27. Annual Report of the Committee on Supplies.



No. 1.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,

CITY OF NEW YORK, JANUARY 18, 1865.

INAUGURAL ADDRESS OF JAMES M. McLEAN, ESQ., PRESIDENT.

On motion of Mr. FARR—

*Ordered, That the Inaugural Address of the President be
entered in full on the Journal, and printed as a Document.*

THOMAS BOESE,
Clerk.



INAUGURAL ADDRESS OF THE PRESIDENT.

GENTLEMEN: By a very proper custom, it has almost become the duty of a President of this Board, upon assuming the responsibilities of his office, to present such facts and intimations to you as he may regard best calculated to promote the welfare of the schools committed to your charge, and to insure economy in the disbursement of school moneys.

I shall, therefore, concisely refer to such subjects as will at once impress upon your minds the importance and magnitude of the trust committed to your care, not merely as controllers of the school moneys, but of that which is still more significant, the intelligence, morality, and truth of the children of this great city.

The expenses of the school system for the year ending December 31st, 1864, were as follows:

Amount set apart for school purposes for the year 1864,	
was	\$1,787,043 84
Amount expended and appropriated.....	1,990,639 83
<hr/>	
Excess of expenditure and appropriations over	
the fund.....	\$203,596 00

The excess of \$203,596 was mainly caused by the appropriations to erect two large school buildings in the Sixteenth and Eighteenth Wards, respectively, where additional school accommodations have been demanded for years.

Three school buildings were completed during the year 1864:

- One in the Fourth Ward,
- One in the Seventh Ward, and
- One in the Eighth Ward,

The amount of expenditures for the erection of School Buildings being added to the annual current expenses of the schools, makes the amount assume a formidable aspect, yet it should be considered that these buildings are for future as well as present use, and are permanent and durable public improvements, and in estimating the expense of the system, should not be considered as an annual expense of conducting our schools.

The school property acquired by the Board of Education since its organization in 1842, is worth \$5,000,000, the title to which is vested in the Mayor, Aldermen, and Commonalty of the city of New York.

The schools are with a few exceptions in Grammar Departments, crowded to repletion, and in some parts of the city hundreds of primary children have been refused admission to the schools during the past year for want of room, and these refusals were almost invariably in districts inhabited by the poorer class of people who have no means of educating their offspring except in the public schools. This should not be. The doors of the school-house should be open to all. No man in this great city should have the excuse that his child could not be educated because it was refused admission to a public school.

The Comptroller's budget has one large item of expenditure for protection against crime ; the best way to obviate it, is to build school-houses. "The one acts by coercion, the other by prevention."

This Board has gone to the utmost of its resources in furnishing school facilities. It is limited in its expenditures by arbitrary laws, and has been so limited since its organization.

The imperative demands for more schools, the greatly enhanced value of building material, books, fuel, &c., and, in fact, every essential to conduct a school, not omitting the necessity of compensating the teachers and other employes sufficiently, not only to give them bread to eat, but to pro-

sure and retain the best of talent and integrity, will require an amendment to the act in relation to common schools in this city, so as to grant resources to the Board, sufficient to meet the emergency in which it is placed by the unhappy condition of our country. A bill has been prepared embracing all that is necessary, and I have no doubt but that the Legislature will, upon a proper presentation of the facts, cheerfully pass it.

The whole number of pupils taught during 1864, in the schools under the control of the Board of Education, and in the Corporate Schools that participate in the school moneys, is as follows :

WARD SCHOOLS—

Grammar Schools for Boys.....	28,838
Grammar Schools for Girls.....	25,726
Primary Schools for Boys and Girls.....	116,918

EVENING SCHOOLS—

Male Departments.....	14,303
Female Departments	6,243

FREE ACADEMY..... 810

COLORED SCHOOLS..... 2,235

NORMAL SCHOOL..... 550

CORPORATE SCHOOLS..... 12,461

Making a grand total of..... 208,084

The number of Instructors employed (Corporate Schools excepted) was as follows :

	Males.	Females.
Free Academy.....	27	....
Ward Schools (including teachers of Special Subjects).....	243	1,777
Normal Schools (including teachers of Special Subjects).....	8	1
Evening Schools.....	257	167
Total.....	535	1,945

JANITORS—

Free Academy.....	2
Ward Schools.....	105
Normal Schools.....	1
Evening Schools.....	32

The amount set apart for 1865 is..... \$1,848,508 58

Excess of expenditures and appropriations in

1864 203,595 99

Leaving available for 1865..... \$1,644,912 59.

STATE SCHOOL TAX.

THE table annexed shows the state school tax levied in each year, during the last twelve years, on the taxable property of the state, the amount collected in the city of New York, with the sum re-apportioned :

YEARS.	Aggregate State Tax for Schools.	Amount of School Tax paid by the City to the State.	Amount of School Tax apportioned to New York City by the State.
1853.....	\$800,000 00	\$241,558 19	\$180,701 05
1854.....	800,000 00	257,616 11	181,808 48
1855.....	800,000 00	271,639 40	182,711 68
1856.....	1,072,862 88	888,805 87	146,522 41
1857.....	1,072,768 97	890,408 96	202,905 90
1858.....	1,052,858 75	898,416 98	212,889 55
1859.....	1,058,872 04	899,677 61	267,832 95
1860.....	1,064,478 15	412,550 00	207,890 35
1861.....	1,064,478 15	412,550 00	212,768 99
1862.....	1,061,325 57	428,309 40	245,080 34
1863.....	1,087,562 90	412,218 28	286,616 99
1864.....	1,854,841 11	410,562 02	252,265 84
Total.....	\$12,285,584 47	\$4,419,306 97	\$2,333,593 23

From the above statement, it appears that the amount of state school tax paid by this city during the last twelve years, was \$4,419,306 97
 The amount apportioned to this county by the state, during the same period, was..... 2,333,593 23
 Amount retained by the state government for distribution in other counties 2,085,713 74

It is shown by the above statement, that the citizens of this city are large contributors to the educational wants of the rest of the state. My reason for presenting the foregoing statement to you is principally to show that while this city contributes so freely to the state, those who control the legislature have voted special appropriations from the school fund, to provide normal instruction for teachers in the centre and northern part of the state, while the city of New York and its vicinity, have never received one dollar in this way, or been benefited by the schools created by such appropriations.

Although it is manifest to all interested in educational affairs, if any special legislation should take place in favor of localities; this city is entitled to it. I trust that this Board will take measures to secure to this locality its full share of appropriations for such purposes.

One other matter I shall allude to, which deserves the earnest attention of this Board. It is that of the vagrant children who are roaming about our streets without any guide or protection from ignorance and crime. Some means should be provided by which they can be saved from a life of infamy. The subject is one eminently proper for this Board to consider. It is your duty to carefully examine the subject, and to suggest a remedy for the evil.

The amendments to the school acts in reference to this city, passed at the last session of the Legislature, have just gone into effect. It will, therefore, be impossible to say what good will be derived from them. It is my opinion that they will be beneficial to the schools and tend to economy. In this connection, I think it proper to commend his honor the Mayor, for his judicious selection of inspectors of common schools under the provisions of the new law, they being all competent and worthy citizens.

You are charged with the supervision of the educational concerns of two hundred thousand children, on whose instruction and well-being all the prospects and hopes of their

future depend. You have also the control of the expenditure of the school moneys ; both are sacred trusts. Let your action be such during the coming year, as to command the esteem of all good citizens.







No. 2.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,

CITY OF NEW YORK, MARCH 15, 1865.

MR. MILLER presented a Report from the Committee on Buildings, to whom was referred the subject of revising the scale of salaries to be paid to the Janitors of the Schools.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESÉ,
Clerk.



REPORT.

To the Board of Education :

The Committee on Buildings, to whom was referred the subject of revising a scale of salaries to be paid to the janitors of the schools, respectfully report :

That they have had said matter under consideration, and after a careful investigation of the subject, are of the opinion that said salaries can be equitably adjusted on the basis of the floor surface of the several buildings, and other matters incidental thereto.

In the present By-law regulating salaries, great disparity exists in the extent of the floor surface, without any increase of salary. We find the salaries based upon the following measurements of floor surface: From six thousand feet to eight thousand—from eight thousand to thirteen thousand—thirteen thousand to eighteen thousand—eighteen thousand to twenty-five thousand—twenty-five thousand to thirty thousand, beyond which no rates are specified. Here are differences of floor surface varying from two to seven thousand square feet, without any corresponding difference in salaries. This your committee conceive to be wrong, and they have provided for the difference by adding twenty-five dollars for every additional thousand square feet of floor surface in the school building.

Again: The present by-law permits a janitor who does not reside in a school building having a floor [surface of more than thirteen thousand square feet, to receive one hundred dollars additional. This your Committee regard as not enough, and they recommend that it be increased to one hundred and fifty dollars.

The present by-law gives a janitor one hundred dollars per annum additional, where the school-house is heated with stoves. The number of stoves is not specified. Your Committee would recommend that where the number of stoves does not exceed twenty-five, the janitor be paid one hundred dollars per annum additional, and that he be paid three dollars additional for each stove in excess of that number ; also, that he be paid that amount per annum for every stove in a building warmed in part by stoves and in part by heaters.

No distinction is made in the present by-law, between buildings situated on street corners and those that are not. Your Committee recommend that in all cases where school-houses are situated on corner lots, the janitors of such schools shall receive twenty-five dollars per annum additional, provided the walks are laid and the curb-stones and gutters set.

Your Committee would also recommend, that for every twenty-five hundred square feet of uncovered playground, the janitor receive twenty-five dollars per annum additional, provided said playground is flagged, paved, or planked.

They would also recommend, that in the measurement of buildings, the floor surface be given in round numbers or even thousands ; if less than five hundred square feet, it be considered as the number of thousands next below, and if more than five hundred square feet, it be considered as the number of thousands next above.

Your Committee regard the foregoing as a just and equitable basis on which to arrange a scale of janitors' salaries. It will add less than five thousand dollars in the aggregate to the amount now paid for such services. It increases the salaries of some of the janitors, some it does not affect at all, while in only two instances does it diminish the salaries now paid on the basis adopted by the present by-law. The lowest salary paid on the basis recommended by your Committee, is two hundred and fifty dollars per annum, and the highest is one thousand dollars per annum, said salaries being based upon the measurement of the floor surface of school buildings.

Accompanying this report and forming a part thereof, are schedules showing the number of every school and the Ward in which it is situated, the square feet of floor surface of each school-house, the allowance to each Ward for janitors' salaries under the present by-law, the schools in which janitors do and do not reside, the schools warmed with stoves and those warmed with heaters, and the number of stoves in each school building in which stoves are used, the salaries paid to janitors respectively on the basis of the present by-law, and the salaries they would receive on the basis recommended by your Committee, the surface of playgrounds of the various schools, school-houses situated on corner lots, &c., &c.

Your Committee presume that the Board would not act upon so important a matter as that now before them without duly considering the same, and they do not therefore present their recommendations to the Board for immediate adoption. They recommend that the report be printed as a document, and considered at a future meeting, and if the recommendations contained herein are adopted, that they be embodied in the form of a by-law, for the government of Trustees in the employment and compensation of janitors in their respective Wards. They recommend, in conclusion, the adoption of the following resolution :

Resolved, That the report from the Committee on Buildings, relative to revising the scale of janitors' salaries, be printed as a document.

JAMES L. MILLER,	} <i>Committee on Buildings.</i>
WILSON SMALL,	
THOMAS BROWN,	
JACOB C. BOGERT,	

SCHEDULE

Showing the Number of Schools, Measurement of Floor Surface of each School Building, Present and Proposed Salary of Janitors, how the Buildings are heated, &c., &c.

Wards.	No. of Schools.	Measure- ment in sq. ft.	Meas't open play grounds, in sq. ft.	Present Salary.	Proposed Salary.	How Heated.	Buildings in which the Janitors reside.
1st...	G. S. No. 29....	15,000	.....	\$500	\$500	Furnace.	In building.
"	P. S. No. 15....	6,000	.....	800	300	5 Stoves.	
"	P. S. No. 38....	12,000	.....	400	450	Furnace.	
2d...	P. S. No. 34....	4,000	.....	250	250	"	In building.
3d...	P. S. No. 37....	4,000	.....	250	250	7 Stoves.	"
4th...	G. S. No. 1....	21,000	.....	600	650	Furnace.	"
"	G. S. No. 25....	2,000	.....	250	250	5 Stoves.	"
"	P. S. No. 14....	11,000	2,518	400	425	Furnace.	"
5th...	G. S. No. 44*...	24,000	.....	600	750	"	"
"	P. S. No. 11....	5,000	.....	250	250	8 Stoves.	
"	P. S. No. 33....	4,000	.....	250	250	Furnace.	In building.
"	Col'd S. No. 5....	2,000	.....	250	250	8 Stoves.	"
6th...	G. S. No. 24....	11,000	.....	400	400	23 Stoves.	
"	G. S. No. 23....	9,000	.....	400	400	20 "	
"	P. S. No. 8....	10,000	.....	400	400	16 "	In building.
"	P. S. No. 2....	5,000	.....	250	250	7 "	
7th...	G. S. No. 2....	18,000	.....	500	600	28 "	In building.
"	G. S. No. 31....	19,000	.....	600	625	30 "	"
"	G. S. No. 12....	23,000	4,700	600	725	26 "	"
"	P. S. No. 36....	14,000	.....	500	500	Furnace.	"
8th...	G. S. No. 8....	21,000	.....	600	675	"	"
"	G. S. No. 38....	21,000	.....	600	650	Furnace & 17 Stoves.	"
"	P. S. No. 6....	5,000	.....	250	275	7 Stoves.	
"	P. S. No. 25....	5,000	.....	250	275	8 "	
"	Col'd S. No. 2....	6,000	.....	250	300	18 "	
9th...	G. S. No. 3*....	26,000	.....	700	800	Furnace.	In building.
"	G. S. No. 16....	17,000	4,658	500	575	"	"
"	G. S. No. 41....	22,000	.....	600	650	Furnace & 10 Stoves.	
"	P. S. No. 7....	5,000	.....	250	275	Furnace.	
"	P. S. No. 13....	4,000	.....	250	250	8 Stoves.	
"	P. S. No. 18....	3,000	.....	250	250	5 "	
"	P. S. No. 24....	10,000	.....	400	400	Furnace.	In building.
10th...	G. S. No. 7....	18,000	3,500	400	450	27 Stoves.	
"	G. S. No. 20....	28,000	.....	700	825	4 Furnaces.	In building.
"	G. S. No. 42....	19,000	.....	500	575	35 Stoves.	
"	P. S. No. 1....	10,000	2,862	400	525	18 "	In building.
11th...	G. S. No. 15....	15,000	.....	500	525	39 "	
"	G. S. No. 22*....	13,000	.....	400	450	28 "	
"	G. S. No. 36....	16,000	.....	500	550	37 "	
"	P. S. No. 3....	6,000	.....	250	275	7 "	
"	P. S. No. 5....	11,000	.....	400	400	Furnace.	In building.
"	P. S. No. 31....	2,000	.....	250	250	6 Stoves.	
"	P. S. No. 39....	6,000	.....	250	275	Furnace.	In building.
"	Col'd S. Nos. 2 & 3.	2,000	.....	250	250	4 Stoves.	

* Situated on street corners, where the walks are laid, and the curbstones and gutters set.

WARDS.	No. of Schools.	Measure- ment in sq. ft.	Meas't open play grounds, in sq. ft.	Present Salary.	Proposed Salary.	How Heated.	Buildings in which the Janitors reside.
12th	G. S. No. 6.....	7,000	.....	300	300	26 Stoves.	
"	G. S. No. 37.....	15,000	4,600	500	525	26 "	
"	G. S. No. 39.....	14,000	4,800	500	500	24 "	
"	G. S. No. 43.....	9,000	.....	400	375	18 "	
"	G. S. No. 46.....	6,000	.....	250	275	16 "	
"	G. S. No. 52.....	9,000	.....	250	275	6 "	
"	P. S. No. 4.....	2,000	.....	250	250	2 "	
"	P. S. No. 30.....	1,000	.....	250	250	2 "	
"	P. S. No. 32.....	3,000	.....	250	250	6 "	
"	P. S. No. 41.....	14,000	.....	500	475	Furnace.	In building.
"	Cold S. No. 4.....	1,000	.....	250	250	1 Stove.	"
13th	G. S. No. 4.....	26,000	.....	700	750	Furnace.	"
"	G. S. No. 34.....	20,000	.....	600	625	"	"
"	P. S. No. 10.....	8,000	.....	250	250	5 Stoves.	
"	P. S. No. 20.....	10,000	.....	400	400	Furnace.	In building.
"	P. S. No. 21.....	8,000	.....	250	250	5 Stoves.	
14th	G. S. No. 5.....	14,000	2,575	500	500	21 "	
"	G. S. No. 21.....	20,000	.....	600	625	Furnace.	In building.
"	G. S. No. 30.....	11,000	2,770	400	425	20 Stoves.	
"	Cold S. No. 1.....	10,000	.....	400	400	12 "	In building.
15th	G. S. No. 10.....	20,000	.....	600	625	Furnaces.	"
"	G. S. No. 35.....	24,000	.....	600	725	"	"
"	G. S. No. 47.....	22,000	.....	600	700	"	"
16th	G. S. No. 11.....	27,000	3,930	700	825	Furnace & 3 Stoves.	
"	G. S. No. 55.....	23,000	.....	600	700	Furnace.	In building.
"	G. S. No. 45.....	24,000	5,800	600	725	Furnace & 18 Stoves.	"
"	Cold S. No. 7.....	5,000	.....	250	275	7 Stoves.	"
"	P. S. No. 19.....	5,000	.....	250	250	3 "	
17th	G. S. No. 13.....	26,000	.....	700	775	32 "	In building.
"	G. S. No. 19.....	28,000	3,115	700	825	36 "	"
"	P. S. No. 9.....	7,000	4,700	800	825	5 "	"
"	P. S. No. 22.....	13,000	.....	400	450	19 "	"
"	P. S. No. 23.....	8,000	3,234	300	325	Furnaces.	
"	P. S. No. 26.....	16,000	.....	500	525	"	In building.
18th	G. S. No. 40.....	18,000	.....	600	600	"	"
"	G. S. No. 50.....	25,000	.....	600	750	"	"
"	G. S. New.....	26,000	.....	700	775	"	"
"	P. S. No. 16.....	3,000	.....	250	250	3 Stoves.	
"	P. S. No. 28.....	4,000	.....	250	250	5 "	
"	P. S. No. 29.....	9,000	.....	400	400	19 "	
19th	G. S. No. 18.....	16,000	.....	500	550	39 "	
"	G. S. No. 53.....	25,000	3,452	600	750	Furnaces.	In building.
"	G. S. No. 27.....	19,000	.....	600	...	"	"
20th	G. S. No. 32.....	30,000	.....	900	900	"	"
"	G. S. No. 33.....	23,000	4,977	600	725	"	"
"	Branch do.....	8,000	.....	250	250	"	
"	G. S. No. 48.....	28,000	2,600	700	850	"	In building.
"	P. S. No. 27.....	11,000	.....	400	425	"	
"	Cold S. No. 6.....	2,000	.....	250	250	4 Stoves.	In building.
21st	G. S. No. 14.....	35,000	10,300	900	1,000	Furnaces.	"
"	G. S. No. 49.....	27,900	5,000	700	825	"	"
22d	G. S. No. 9.....	2,000	.....	600	750	8 Stoves.	
"	G. S. No. 17.....	22,000	8,000	600	675	57 "	
"	G. S. No. 28.....	17,000	3,680	500	575	26 "	
"	G. S. No. 51.....	18,000	3,684	500	575	Furnaces.	In building.
"	P. S. No. 17.....	8,000	.....	250	250	8 Stoves.	
"	P. S. No. 35.....	1,000	.....	250	250	3 "	
"	P. S. No. 40.....	5,000	3,500	250	250	11 "	

SCHEDULE

Showing the increase of Salaries in the several Wards, on the basis recommended by the Committee, from measurement of floor surface, stoves, allowance for rent, open play-grounds, and school-houses, situated on corner lots.

WARDS.	FLOOR MEASURE- MENT.	STOVES.	RENT.	OPEN PLAY- GROUNDS AND CORNER LOTS.	TOTAL INCREASE.
First.....	\$50 00	.....	.....	.....	\$50 00
Second.....	.....	.....	.....	.....	.....
Third.....	.....	.....	.....	.....	.....
Fourth.....	75 00	.....	.....	.....	75 00
Fifth.....	150 00	.....	.....	\$25 00	175 00
Sixth.....	.....	.....	.....	.....	.....
Seventh.....	250 00	\$27 00	.....	.....	277 00
Eighth.....	225 00	51 00	.....	25 00	301 00
Ninth.....	250 00	80 00	\$50 00	25 00	355 00
Tenth.....	225 00	86 00	.....	.....	261 00
Eleventh.....	175 00	89 00	150 00	25 00	439 00
Twelfth.....	25 00	6 00	50 00	.....	81 00
Thirteenth.....	75 00	68 00	.....	.....	138 00
Fourteenth.....	50 00	.....	50 00	.....	100 00
Fifteenth.....	250 00	.....	.....	.....	250 00
Sixteenth.....	400 00	.....	100 00	25 00	525 00
Seventeenth.....	800 00	54 00	.....	75 00	429 00
Eighteenth.....	225 00	.....	.....	25 00	250 00
Nineteenth.....	200 00	42 00	50 00	.....	292 00
Twentieth.....	300 00	.....	.....	.....	300 00
Twenty-first.....	225 00	.....	.....	25 00	250 00
Twenty-second..	275 00	36 00	100 00	25 00	436 00
Total.....	\$3,725 00	\$484 00	\$550 00	\$275 00	\$4,984 00

No. 3.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,

CITY OF NEW YORK, MAY 3, 1865.

Mr. VANCE presented a Report from the Finance Committee, on the Apportionment of the School Moneys for the year 1865.

Ordered, *That said Report be printed.*

THOMAS BOESE,
Clerk.

REPORT.

To the Board of Education :

The Finance Committee respectfully submit the following apportionment of the school moneys for the year 1865 :

By the fifteenth section of the school law, relating to this city, it is made the duty of the Board of Supervisors of the city and county to raise and collect by tax, a sum of money equal to the sum apportioned to the city of New York, out of the Common School fund of the state ; also an additional sum equal to one twentieth of one per cent. on the assessed valuation of the real and personal property of the inhabitants of the city.

It is made the duty of the Board of Education to apportion the moneys so raised to each of the schools entitled to participate therein, according to the number of children over four and under twenty-one years of age, who are actual residents of the city at the time of their attendance on such schools ; the average to be ascertained by adding together the number present at each session of not less than three hours, and dividing the total by four hundred and sixty.

The average attendance at schools mentioned in the statement, as entitled to participate in the apportionment of the school moneys, as set forth in the affidavits of the teachers, now on file in the office of the Clerk of the Board, is seventy-five thousand three hundred and ninety-nine.

The accompanying schedule exhibits the average attendance at the schools under the charge of this Board, by Wards, and at each of the corporate schools, and the amount to be apportioned to the schools in each Ward, and the several corporate schools and asylums.

The money to be apportioned for 1865, consists of—

1. An amount equal to the state quota, which amounts to.....	\$252,265 54
2. An amount equal to one twentieth of one per cent. on the taxable property of the city, say	317,297 50
Total	\$569,563 04

The total average, as before stated, being seventy-five thousand three hundred and ninety-nine (75,399), the amount to be apportioned, per scholar, is about seven dollars fifty-five and one half cents (\$7 55½).

The Committee therefore recommend the adoption of the following resolution :

Resolved, That the school moneys for 1865 be apportioned to the several schools entitled to participate therein, according to the annexed schedule, and that a copy thereof be properly authenticated and filed with the Chamberlain of the city, as required by law.

All of which is respectfully submitted.

SAMUEL B. H. VANCE,
HENRY P. WEST,
WILSON SMALL,
TIMOTHY BRENNAN,
JACOB C. BOGERT,

} *Finance
Committee.*

NEW YORK, *May* 3, 1865.

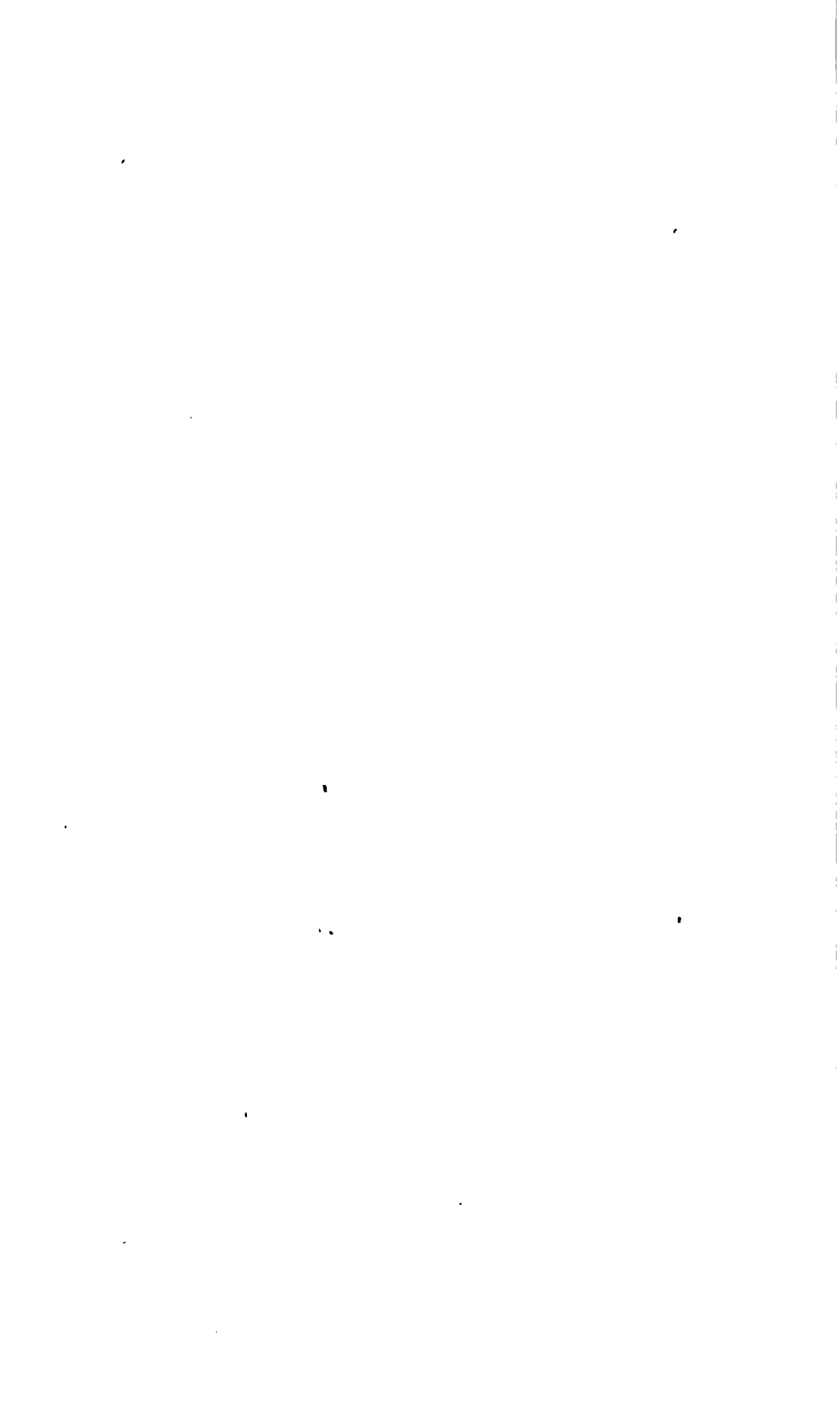
SCHEDULE,

Showing the average attendance by Wards, and the amount apportioned in each Ward and to the several Corporate Schools.

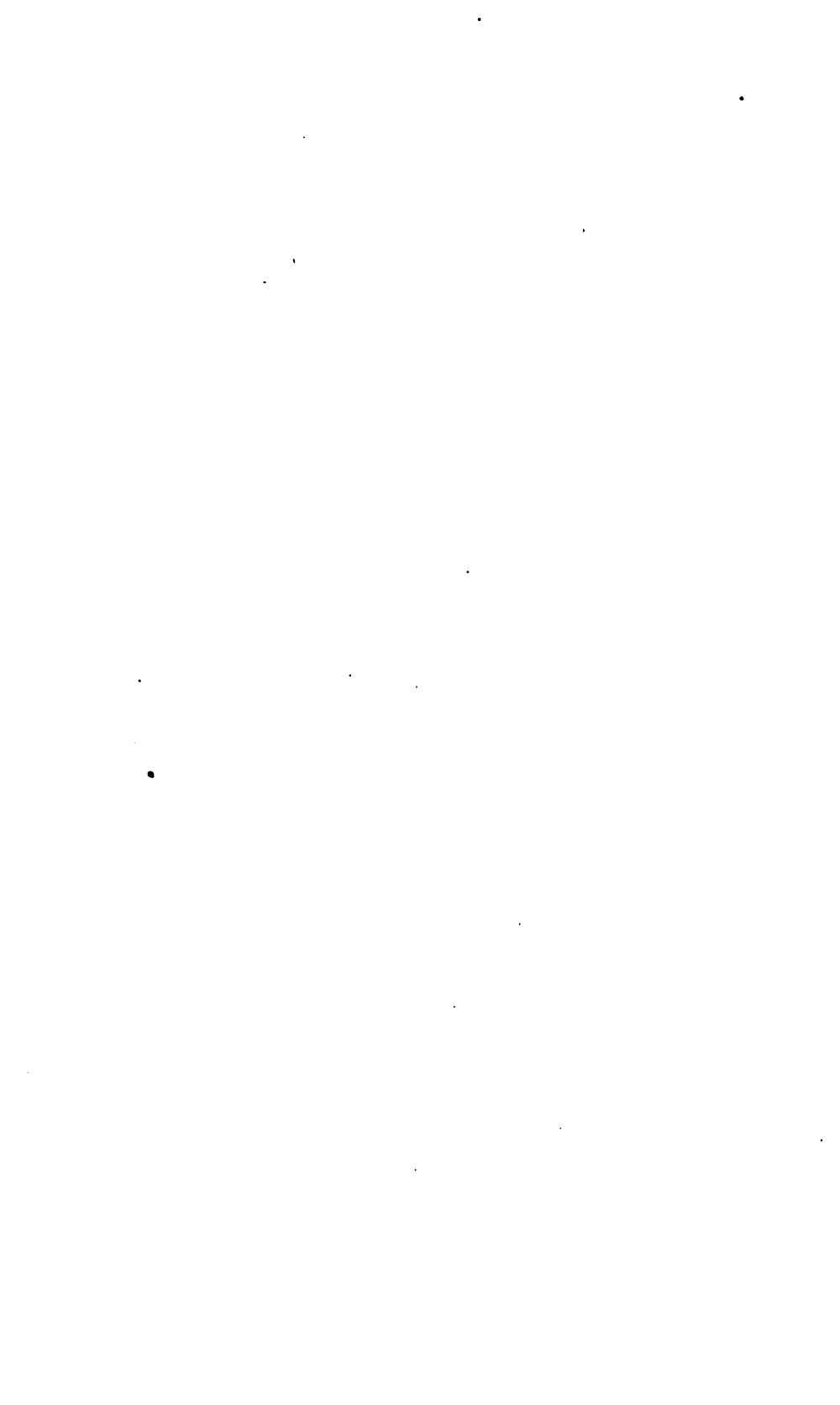
Wards.	Schools in each Ward.	Total Average.	Amount Apportioned.
1st Ward.....	W. S. 29, P. S. 15 and 38.	1,397	\$10,552 92
2d Ward.....	P. S. 34.	212	1,601 44
3d Ward.....	P. S. 37.	186	1,405 08
4th Ward.....	W. S. 1, 25, and P. S. 14.	1,707	12,894 65
5th Ward.....	W. S. 44, and P. S. 11, 33, and C. S. 5.	1,968	14,866 25
6th Ward.....	W. S. 23, 24, and P. S. 2 and 8.	2,497	18,862 30
7th Ward.....	W. S. 2, 12, 31, and P. S. 36.	2,908	21,967 00
8th Ward.....	W. S. 8, 38, P. S. 6, 25, and C. S. 2.	3,003	22,684 62
9th Ward.....	W. S. 3, 16, 41, and P. S. 7, 13, 18, 24.	4,605	34,786 12
10th Ward.....	W. S. 7, 20, 42, and P. S. 1.	4,902	37,029 65
11th Ward.....	W. S. 15, 22, 36, P. S. 3, 5, 31, 39, and C. S. 2 and 3.	5,253	39,681 10
12th Ward.....	W. S. 6, 37, 39, 43, 46, 52, P. S. 4, 30, 32, 41, and C. S. 4.	3,286	24,822 40
13th Ward.....	W. S. 4, 34, and P. S. 10, 20, 21.	3,139	23,712 00
14th Ward.....	W. S. 5, 21, 30, and C. S. 1.	2,368	17,887 85
15th Ward.....	W. S. 10, 35, 47.	3,091	23,349 36
16th Ward.....	W. S. 11, 45, and P. S. 12, 19, and C. S. 7.	4,413	33,335 84
17th Ward.....	W. S. 13, 19, and P. S. 9, 22, 23, 26.	4,996	37,789 40
18th Ward.....	W. S. 40, 50, and P. S. 16, 28, 29.	3,320	25,079 25
19th Ward.....	W. S. 18, 27, 53.	2,860	21,604 40
20th Ward.....	W. S. 32, 33, 48, P. S. 27, and C. S. 6.	5,684	42,785 82
21st Ward.....	W. S. 14, 49.	3,356	25,351 18
22d Ward.....	W. S. 9, 17, 28, 51, and P. S. 17, 35, 40.	5,257	39,711 32
		70,388	\$531,709 95
	Normal School—Female	258	\$1,948 93

CORPORATE SCHOOLS.

Name.	Average.	Amount Apportioned.
New York Orphan Asylum.....	150	\$1,133 10
Romon Catholic Orphan Asylum.....	821	6,201 82
Protestant Half-Orphan Asylum.....	237	1,790 30
House of Refuge.....	684	5,166 94
Leake and Watts Orphan House.....	140	1,057 56
Colored Orphan Asylum.....	178	1,344 62
American Female Guardian Society.....	} 687	5,189 60
Home Industrial School.....		
New York Juvenile Asylum.....	556	4,200 00
House of Reception of N. Y. Juvenile Asylum.....	95	717 66
Ladies' Home Missionary Society..	260	1,964 04
Five Points House of Industry.....	264	1,994 26
Children's Aid Society.....	681	5,144 26
	4,753	\$35,904 16







No. 4.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,

CITY OF NEW YORK, MAY 17, 1865.

Mr. ROOSEVELT presented a Report from the Executive Committee on Free Academy, to whom was referred a communication from the Faculty of the Academy, asking an increase of salary for themselves, and others employed in said Institution.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESE,
Clerk.



REPORT.

THE Executive Committee on Free Academy, to whom was referred a communication from the Faculty of the Academy, asking an increase of salary for themselves and others employed in said institution, respectfully report :

That they have given the subject careful consideration, and arrived at the unanimous conclusion, that the salaries now paid to the Faculty of the Free Academy are a fair remuneration for the services rendered, except under extraordinary circumstances, whereby the cost of living is greatly enhanced.

In regard to tutors, your Committee deem it to the interests of the Academy, that a change should be made. It is recommended that the tutors hereafter appointed be classified, and receive compensation and promotion in accordance with such classification, which it is intended to base on length of service and merit. It is proper to state, that the tutors, of their own accord, unanimously requested a change almost the same as herewith recommended, which is substantially as follows :

Tutors, hereafter appointed, are to be divided into two grades, to be known as senior and junior tutors, whose salaries are to be governed by a species of sliding-scale, to be increased at the option of the Committee, to the maximum hereafter stated, to wit :

Said tutors to receive, for four years' service or less, a salary not to exceed \$1,250 per annum.

Over four years' service, \$1,500 per annum.

Over six years' service, \$1,750 per annum.

Over eight years' service, \$2,000 per annum, which is to be the maximum salary paid to any tutor employed in the Free Academy hereafter.

According to this system, young men will enter the service knowing the utmost salary they could expect to receive, while the increase being optional, might be withheld altogether, and so made a tangible testimonial of approval and reward of merit, or an easy and expressive way of showing dissatisfaction. The salaries of the tutors now employed in the Free Academy, by analogy with the foregoing classification, should be as follows :

Tutors Sheldon, Compton, Silber, Fabregou and Palmer, respectively, \$2,000 per annum.

Tutors Oudin and Godwin, respectively, \$1,750 per annum.

Tutors Wolf, Tisdale and Knox, respectively, \$1,500 per annum.

Tutor Morrison, \$1,250 per annum.

In view of the financial exigencies of the times, your Committee recommend, as an exceptional measure, to be modified or revoked by the Board at its pleasure, a temporary increase of the salary of the Principal, Vice-Principal and Professors, of \$750 dollars per annum, respectively ; and to the Librarian and Assistant in the Laboratory, twenty-five (25) per cent. on the salaries they now receive, respectively ; the foregoing increases to date from January 1, 1865 ; and the salaries of the tutors to be increased twenty-five (25) per cent. respectively, to the amounts recommended to be paid to them in this report.

Your Committee, in conclusion, recommend the adoption of the following resolutions :

Resolved, That the salaries of the Principal, Vice-Principal and Professors, in the Free Academy, be increased at the rate of seven hundred and fifty dollars (\$750), respectively ; that twenty-five (25) per cent. be added to the salaries

of the Librarian, and Assistant in the Laboratory, respectively ; and the salaries of the tutors be increased twenty-five (25) per cent. on the respective salaries recommended in the annexed report ; and that the salary of the Janitor be increased one hundred dollars (\$100) per annum ; said increases to take effect on and after January 1, 1865.

Resolved, That the Executive Committee on Free Academy be and they are hereby authorized and directed to prepare a By-Law in accordance with the recommendations in the report herewith submitted.

All which is respectfully submitted.

JAMES L. MILLER,	} <i>Ex. Committee on Free Academy.</i>
SAMUEL B. H. VANCE,	
S. WEIR ROOSEVELT,	
JOHN HAYES,	
WILLIAM HITCHMAN,	
JAMES M. TUTHILL,	

NEW YORK, *May* 17, 1865.





No. 5.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

**BOARD OF EDUCATION,
CITY OF NEW YORK, JUNE 7, 1865.**

Mr. NEILSON presented a Report from the Special Committee on Consolidation of Schools, and recommending the adoption of the following resolution :

Resolved, That the Male Department of Grammar School No. 30 and the Male Department of Grammar School No. 5, be and they hereby are discontinued, and that they be consolidated with the Male Department of Grammar School No. 21, and that the Female Department of Grammar School No. 21 be and it hereby is discontinued, and consolidated with the Female Department of Grammar School No. 5—said resolution to take effect on the 1st day of September next.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESE,
Clerk.



REPORT.

To the Board of Education :

The Committee on Consolidation of Schools, appointed by a resolution of the Board, passed February 15, 1865, to whom was referred the communication from Samuel S. Randall, the City Superintendent, to the Board of Education, in reference to the condition of Grammar School No. 30, in the Fourteenth Ward (see page 130 of Journal), respectfully report :

That in conformity with the duty assigned to the Committee, they proceeded to investigate the condition of the Schools in the Fourteenth Ward, and were attended on such investigation by the Commissioners from the District in which the schools are situated, the school officers of the Ward, the Principals of the Schools, and the Superintendent of Schools, and the following facts were elicited : That there are three Grammar-School buildings in the Fourteenth Ward :

No. 5 on Mott street, between Spring and Prince streets.

No. 21 on Marion street, between Spring and Prince streets.

No. 30 on Baxter street, near Grand street.

The average attendance in said schools during the past five years was as follows :

YEARS.	No. 5, Male.	No. 5, Female.	No. 5, Primary.	No. 21, Male.	No. 21, Female.	No. 21, Primary.	No. 30, Male.	No. 30, Female.	No. 30, Primary.
1860	107	90	326	154	106	464	136	119	365
1861	138	90	394	173	121	523	138	121	375
1862	132	90	363	147	121	486	104	106	360
1863	163	104	330	181	140	516	122	135	336
1864	171	130	381	187	136	487	146	165	402

The average attendance—number of Teachers—and salaries paid in Male, Female, and Primary Departments, for the year 1865, were as follows :

Ward Schools.	Depart- ment.	Average Attend- ance.	Number of Teachers.		Annual Salaries.
No. 5	Male	171	P. & V. P. and 4 Assis'ts.		\$8,194—\$47 92 per scholar.
"	Female	130	" "	3 "	3,773—29 12 "
"	Primary	381	" "	8 "	5,312—13 94 "
No. 21	Male	187	" "	5 "	8,999—48 12 "
"	Female	136	" "	4 "	4,373—32 16 "
"	Primary	487	" "	9 "	5,687—11 68 "
No. 30	Male	146	" "	3 "	7,125—48 80 "
"	Female	165	" "	3 "	3,773—22 87 "
"	Primary	402			5,312—13 21 "

It appears from the report of the Superintendent, and from other sources, that of the five hundred pupils in average attendance in the Male Departments, only four hundred are of a Grammar School grade, and of the four hundred and thirty-one pupils in average attendance in the Female Departments, not over three hundred and fifty are of a Grammar School grade.

It also appears that the Primary Departments are generally well filled with pupils, having an average attendance of one thousand two hundred and seventy—a number exceeding by two hundred and forty the aggregate attendance of the Grammar Departments, while the space assigned the former is only half of that occupied by the latter, and the accommodations are generally inferior in reference to both ventilation and convenience.

The evidence also shows that the cost for regular teachers' salaries, in all the schools, is seventeen dollars and eighty-six cents per scholar per annum, which is higher than any other Ward in the city, with the exception of the Twelfth Ward, where peculiar disadvantages exist owing to the sparseness of population.

The cost per scholar per annum for tuition in the

Male Departments, is..... \$48 25

The cost per scholar per annum for tuition in the Female Departments, is	\$29 98
The cost per scholar per annum for tuition in the Primary Departments, is.....	12 84
It will thus be seen that the whole cost for tuition in the Fourteenth Ward for teaching about five hundred and four male scholars, nominally of a Grammar-School grade, is....	24,318 00
And of four hundred and thirty-one female scholars, nominally of a Grammar-School grade, is.....	\$11,919 00
And of teaching twelve hundred and seventy Primary-School scholars.....	16,311 00
Or twenty-two hundred and five pupils of all grades, at a total cost of	\$52,548 00

With the desire to ascertain how the Fourteenth Ward schools compared with others in like situation as to cost, the Committee directed the Clerk to submit a statement, showing the cost per scholar in all the Wards (which is hereunto annexed).

The Committee naturally expected a good result from the liberal compensation paid to teachers, but the evidence showed conclusively that the Male Departments of Nos. 5 and 30 were of an inferior grade of scholarship, and the classes were generally very poorly taught, with the exception of the class of Mr. Michael A. Birmingham, in Male Department of No. 5. The Female Departments were found in much better condition as to grade and proficiency, especially in the case of No. 5, the classes of which appeared to have been taught with unusual care and efficiency.

The Primaries, generally, are in a creditable condition.

It appears also from the evidence, that the Fourteenth Ward has less accommodations for Primary scholars than any other locality of the same class of inhabitants. While other Wards

have buildings specially devoted to Primary Schools, this Ward has none. The fact that all that portion of the Grammar School Building which is devoted to Primary Schools, was filled, while the upper rooms, devoted to Grammar Schools, were comparatively empty, demonstrates that more school facilities are needed, in order to accommodate comfortably the Primary children.

The people of the Ward are mostly poor ; they are compelled to take their children from school long before they can complete a Grammar School education, and it is manifestly the duty of the Board of Education and the Trustees of the Ward to furnish ample school accommodations for them, with proper means of ventilation, and with good teachers. By so doing both Boards will receive the commendation of the parents, and of all others interested in the welfare of the little children committed to their care.

The Committee, therefore, after mature deliberation, recommend that the Male Departments of Grammar Schools Nos. 30 and 5, be consolidated with the Male Department of Grammar School No. 21, and that the Female Department of Grammar School No. 21, be consolidated with the Female Department of Grammar School No. 5 ; and that the rooms thus vacated be devoted as near as practicable, to the use of the Primary Schools in the respective buildings ; the changes herewith proposed, to take effect on the first day of September next.

It will thus be seen that the citizens of the Fourteenth Ward will not be deprived of school accommodations, the only change suggested is to provide such as will best meet the demands of the locality.

The Committee do not deem it necessary, in this report, to go into details as to the management of the schools, qualifications of teachers, &c., or to offer any argument to the Board, in reference to the economy of the measures proposed, they being satisfied that the exhibits herewith submitted, are sufficiently explicit on the subject.

The committee, therefore, recommend the adoption of the following resolution :

Resolved, That the Male Department of Grammar School No. 30, and the Male Department of Grammar School No. 5, be and they hereby are discontinued, and that they be consolidated with the Male Department of Grammar School No. 21 ; and that the Female Department of Grammar School No. 21, be and it hereby is discontinued, and consolidated with the Female Department of Grammar School No. 5, said resolution to take effect on the first day of September next.

All which is respectfully submitted.

WM. H. NEILSON,
JACOB C. BOGERT,
JAMES L. HASTIE,
THOMAS McSPEDON,
JAMES L. MILLER,
FRANCIS LIEBER,
JAMES M. TUTHILL,
WALTER W. ADAMS,

*Special
Committee on
Consolidation of
Schools.*

NEW YORK, June 7, 1865.

CITY SUPERINTENDENT'S REPORT OF EXAMINATION OF SCHOOLS.

GRAMMAR SCHOOL No. 5.

Class.	TEACHERS.	No. on Record.	Average Attendance.	Grade.	Result.
<i>Male Department.</i>					
A.....	J. F. Gilchrist.....	16	14	3	50 per cent.
B.....	G. W. Rooney.....	43	32	5	45 "
C.....	M. A. Birmingham.....	38	33	6½	87 "
D.....	P. K. Moore.....	34	31	6½	71 "
E.....	C. Hays.....	30	24	1 Primary.	60 "
<i>Female Department.</i>					
1.....	M. J. Hunter.....	.....	.....	1½	96 "
2.....	H. Connolly.....	27	.....	3	95 "
3.....	E. J. Scatliff.....	32	.....	5	81 "
4.....	E. A. R. Dalton.....	54	40	6	86 "
<i>Primary Department.</i>					
1.....	Mary E. McGill.....	40	32	2	79½ "
2.....	Jane A. Gormley.....	35	28	2½	70½ "
3 1st..	Ellen T. Hayes.....	38	25	3	79½ "
3 2d..	Kate F. Sweeney.....	36	32	3½	75½ "
4 1st..	Mary A. Ward.....	35	30	4	77 "
4 2d..	Mary M. Goodwin.....	74	55	4½	78 "
5 1st..	Mary E. Dowling.....	65	55	5	75 "
5 3d..	Maria Flynn.....	272	160	5½	75 "
	Eliza A. McCosker.....				

GRAMMAR SCHOOL No. 21.

<i>Male Department.</i>					
1.....	John Boyle, Prin.....	25	24	2½	71 per cent.
2.....	W. G. Raywood.....	43	29	4	35 "
3.....	(Teacher, ill).....	35	30	5	50 "
4.....	E. J. Delaney.....	41	33	6	58 "
5.....	E. A. Birmingham.....	47	34	1 Primary.	82 "
6.....	D. C. O'Connor.....	53	40	1½ Primary.	75 "
<i>Female Department.</i>					
1.....	E. M. Cronin.....	28	17	1	72 "
2.....	Mary McLain.....	33	25	3½	72 "
3.....	Mary O'Connor.....	38	31	5	67 "
4.....	F. J. Burrell.....	42	32	6	64 "
5.....	C. Marrin.....	58	41	1½ Primary.	65 "
<i>Primary Department.</i>					
1.....	M. J. Willoughby.....	57	40	2	70 "
2.....	Ellen T. Canary.....	60	50	3	56 "
3.....	I. McConnellogue.....	60	50	3½	60 "
4.....	T. McCosker.....	65	56	4	68 "
5.....	H. E. Barnes.....	65	58	5	61 "
5 2d..	M. A. Newcombe.....	43	34	5½	62 "
	Kate A. Kenny.....	46	37	5½	62 "
5 3d..	Mary E. Lynch.....	140	100½	5½	65 "
"	Marg't Tansy.....				
"	A. E. Slevin.....	130	98½		

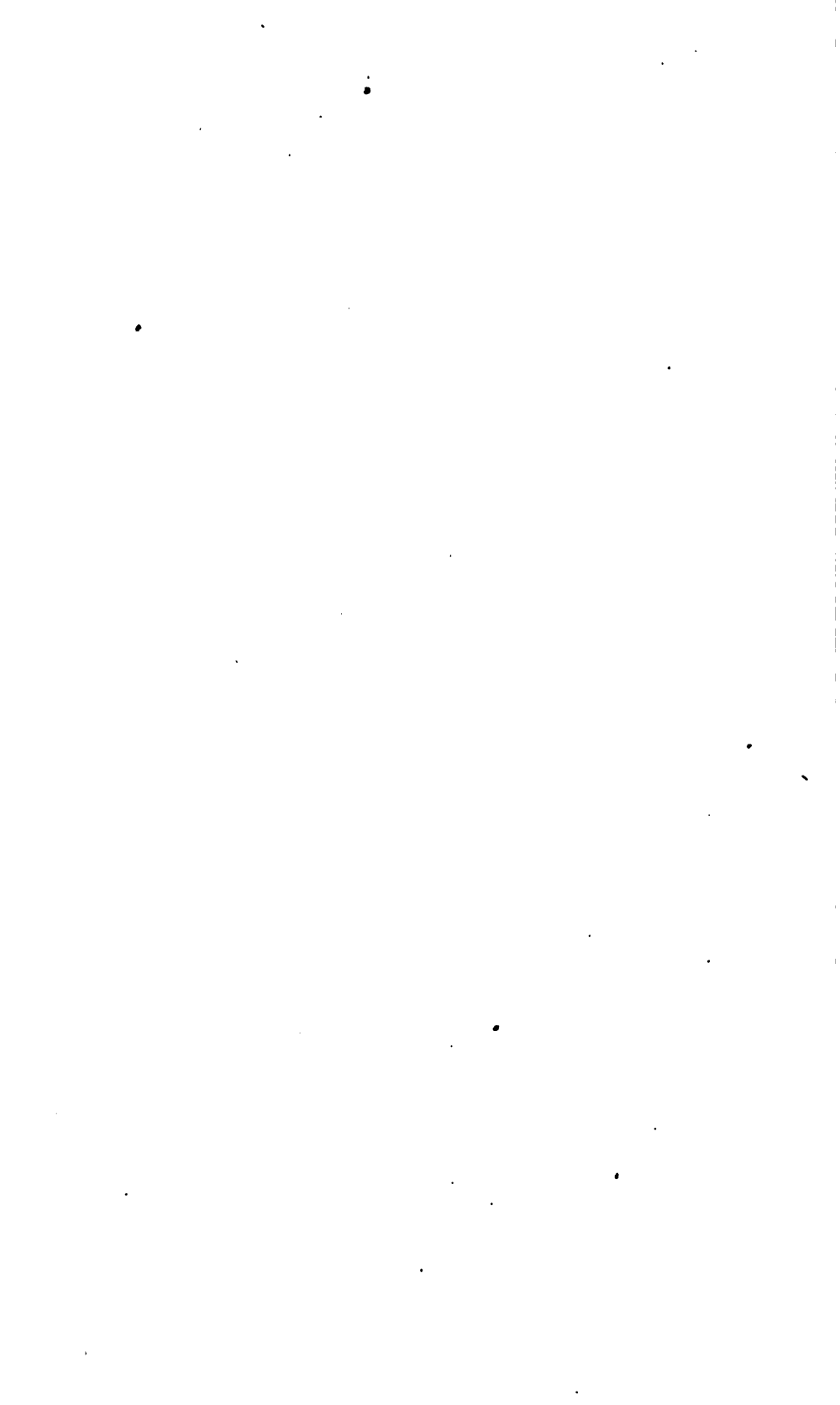
GRAMMAR SCHOOL No. 30.

Class.	TEACHERS.	No. on Record.	Average Attendance.	Grade.	Result.
<i>Male Department.</i>					
1.....	N. Mulligan	24	20	8	67 per cent.
2.....	J. A. Slevin.....	32	25	5	59 "
3.....	F. J. Gallagher.....	48	35	6	74 "
4.....	P. V. Daly.....	38	28	1 Primary.	42 "
5.....	Honora Madden	42	35	1 Primary.	71 "
<i>Female Department.</i>					
Sup.	C. C. Connolly	16	15	Sup.	85 "
1.....	E. Bossuet.....	28	20	1	76 "
2.....	A. E. Gormly.....	35	31	2	81 "
3.....	M. A. Muldoon.....	41	34	4	40 "
4.....	C. C. Connolly	45	48	6	87 "
5.....	M. E. Brady	52	42	1 Primary,	66 "
<i>Primary Department.</i>					
1....	Marg't E. Doyle.....	44	35	1	85 "
2.....	H. S. Collins.....	39	37	2	85 "
3.....	Eliza E. Dunn	31	28	3½	83 "
4 1st..	C. C. McCaffery	42	34	4	88 "
4 2d...	Mary A. L. Costello.....	45	36	4½	70 "
4 3d...	C. J. McManus.....	65	49	4½	70 "
5 1st..	Marg't A. Smith.....	74	56	5½	87 "
5 2d...	Mary E. Peach.....	184	118	5½	92 "
"	E. A. Bush.....	174	100	5½	79 "

Cost per Scholar for Repairs, Teachers, &c., by Wards.

WARDS.	Average Attendance Grammar and Prim., 1864.	Repairs.	Incidental Expenses.	Fuel.	Average for Supplies.	TEACHERS.		Janitors.	Total.
						Regular Corps.	Special Subjects.		
1.....	G..... 418 P..... 979	\$0 68	\$0 43	\$1 15	\$1 80	\$15 27	\$0 96	\$1 12	\$21 41
2.....	P..... 212	04	49	1 39	73	9 68	.....	1 40	13 73
3.....	P..... 186	93	01	1 11	54	11 55	65	1 61	16 40
4.....	G..... 435 P..... 1,272	1 20	47	88	1 88	16 09	1 36	99	22 84
5.....	G..... 735 P..... 1,164	45	51	1 09	1 30	13 42	59	82	18 16
6.....	G..... 606 P..... 1,831	70	17	92	1 15	10 96	80	94	15 64
7.....	G..... 934 P..... 1,974	60	34	1 05	1 47	14 71	80	91	19 88
8.....	G..... 965 P..... 1,780	71	33	1 13	1 72	15 16	52	68	20 26
9.....	G..... 1,753 P..... 2,852	50	20	93	98	13 55	21	71	17 08
10.....	G..... 1,584 P..... 3,318	97	37	80	1 18	12 82	53	59	17 26
11.....	G..... 1,539 P..... 3,670	69	30	74	1 05	13 50	40	78	17 46
12.....	G..... 1,418 P..... 1,954	82	05	2 10	1 50	18 35	1 01	1 43	25 28
13.....	G..... 923 P..... 2,216	65	31	89	1 00	13 96	72	88	18 40
14.....	G..... 985 P..... 1,270	66	27	1 71	2 16	17 96	1 01	1 14	24 91
15.....	G..... 1,637 P..... 1,454	59	31	1 07	1 84	15 21	1 05	58	20 65
16.....	G..... 1,793 P..... 2,500	63	34	99	1 75	12 63	50	53	17 37
17.....	G..... 1,266 P..... 3,780	1 35	14	1 03	1 36	11 74	52	76	16 90
18.....	G..... 1,004 P..... 2,816	48	35	73	1 06	11 99	34	79	15 74
19.....	G..... 1,208 P..... 1,652	41	32	1 27	2 85	15 64	83	80	22 11
20.....	G..... 1,645 P..... 3,872	75	25	94	1 21	11 20	43	60	15 38
21.....	G..... 1,466 P..... 1,990	1 40	18	85	1 46	13 30	38	58	18 15
22.....	G..... 1,923 P..... 3,334	81	11	73	1 37	12 96	80	66	17 44





No. 6.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

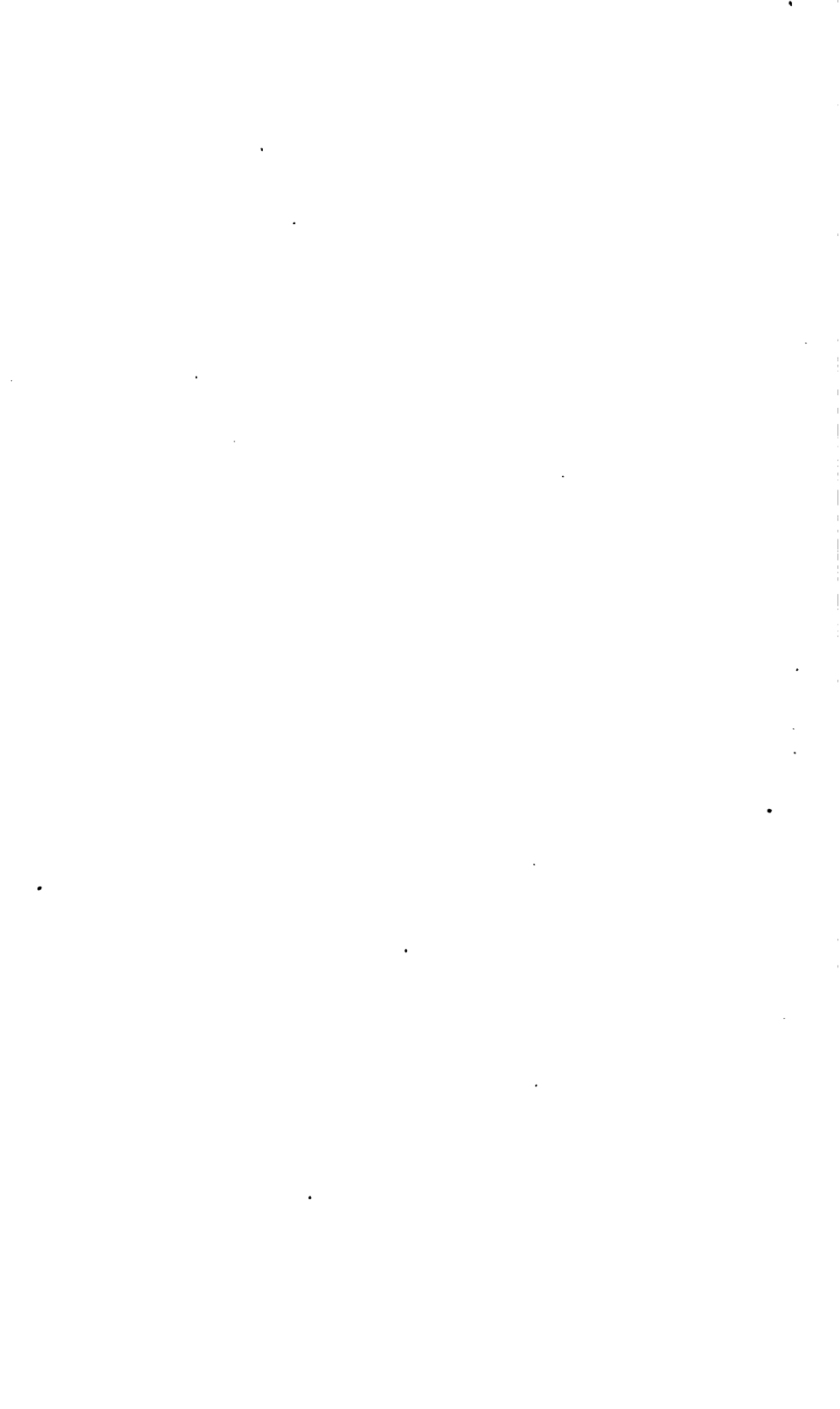
BOARD OF EDUCATION,

CITY OF NEW YORK, JULY 5, 1865.

The PRESIDENT laid before the Board a Report from the Engineer of the Board, relative to the Heating and Ventilating Apparatus used in the several school buildings under the control of the Board.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESÉ,
Clerk.



REPORT.

To the Board of Education :

The undersigned, Engineer of the Board, in pursuance of Article 9, Section 3, of the By-Laws, herewith presents in detail an examination of the means by which all of the buildings under the control of the Board are heated, and the degree of temperature attained in each building.

Respectfully submitted,

JOHN DUNHAM,
Engineer.

NEW YORK, *July 5, 1865.*



GRAMMAR SCHOOLS.

SCHOOL NO. 1, IN VANDEWATER STREET, FOURTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters.
Temperature, sixty-five degrees.

SCHOOL NO. 2, IN HENRY STREET, SEVENTH WARD.

Warmed by twenty-eight stoves : twenty-two burning wood and six coal ; ten on the first floor, ten on the second floor, and eight on the third. *Temperature, seventy degrees.*

SCHOOL NO. 3, CORNER OF HUDSON AND GROVE STREETS, NINTH WARD.

Warmed by four of Smith & Baker's steam-heaters.
Temperature, sixty-eight degrees.

SCHOOL NO. 4, IN RIVINGTON STREET, NEAR RIDGE, THIR- TEENTH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-eight degrees.*

SCHOOL NO. 5, IN MOTT STREET, FOURTEENTH WARD.

Warmed by fifteen stoves, burning wood : nine on the first floor, six on the second floor, and six on the third floor.
Temperature, sixty-five degrees.

SCHOOL NO. 6, ON RANDALL'S ISLAND, TWELFTH WARD.

Warmed by twelve stoves : first floor, four wood and two coal, and second floor, four wood and two coal. *Temperature, sixty-five degrees.*

SCHOOL NO. 7, IN OHRYSTIE STREET, NEAR HESTER, TENTH WARD.

Warmed by twenty-seven stoves : first floor, eleven wood and two coal ; second floor, six wood and one coal ; third floor, six wood and one coal. *Temperature, sixty-eight degrees.*

SCHOOL NO. 8, IN GRAND STREET, EIGHTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters. *Temperature, sixty degrees.*

SCHOOL NO. 9, IN EIGHTY-SECOND STREET, WEST OF THE ELEVENTH AVENUE, TWENTY-SECOND WARD.

Warmed by eight wood stoves, on the first floor. *Temperature, sixty-eight degrees.*

SCHOOL NO. 10, IN WOOSTER STREET, NEAR BLEECKER, FIFTEENTH WARD.

Warmed by four of Brown & Ellis' hot-water furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 11, IN WEST SEVENTEENTH STREET, NEAR THE EIGHTH AVENUE, SIXTEENTH WARD.

Warmed by eight hot-air furnaces, and seven stoves on the first floor, six burning wood and one coal. *Temperature, sixty-three degrees.*

SCHOOL NO. 12, IN MADISON STREET, NEAR JACKSON, SEVENTH WARD.

Warmed by twenty-seven wood stoves, eleven on the first floor, eight on the second floor, and eight on the third floor. *Temperature, seventy degrees.*

SCHOOL NO. 13, IN EAST HOUSTON STREET, NEAR NORFOLK,
SEVENTEENTH WARD.

Warmed by thirty-two wood stoves : play-ground two, first floor ten, second floor ten, and third floor ten. *Temperature, sixty-five degrees.*

SCHOOL NO. 14, IN EAST TWENTY-SEVENTH STREET, NEAR SECOND AVENUE, TWENTY-FIRST WARD.

Warmed by nine hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 15, IN FIFTH STREET, NEAR AVENUE C, ELEVENTH WARD.

Warmed by six stoves : first floor, one coal ; second floor, one coal and one wood ; third floor, three wood. *Temperature, sixty-five degrees.*

SCHOOL NO. 16, IN WEST THIRTEENTH STREET, NEAR SEVENTH AVENUE, NINTH WARD.

Warmed by four of Gould's steam-heaters. *Temperature, sixty-five degrees.*

SCHOOL NO. 17, IN WEST FORTY-SEVENTH STREET, BETWEEN EIGHTH AND NINTH AVENUES, TWENTY-SECOND WARD.

Warmed by thirty-one stoves : first floor, six wood and four coal ; second floor, eight wood and two coal ; third floor, eleven wood and two coal. *Temperature, seventy degrees.*

SCHOOL NO. 18, IN FIFTY-FIRST STREET, NEAR LEXINGTON AVENUE, NINETEENTH WARD.

Warmed by forty-one stoves, burning wood : first floor, ten ; second floor, ten ; third floor, ten ; fourth floor, eleven. *Temperature, seventy degrees.*

SCHOOL NO. 19, IN FOURTEENTH STREET, NEAR SECOND AVENUE,
SEVENTEENTH WARD.

Warmed by thirty-six stoves : play-ground, four wood and two coal ; first floor, ten wood ; second floor, nine wood and one coal ; third floor, nine wood and one coal. *Temperature, seventy degrees.*

SCHOOL NO. 20, IN OHRYSTIE STREET, NEAR DELANCY, TENTH
WARD.

Warmed by eight hot-air furnaces, and four coal stoves on the first floor. *Temperature, seventy degrees.*

SCHOOL NO. 21, IN MARION STREET, NEAR PRINCE, FOUR-
TEENTH WARD.

Warmed by five hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 22, IN STANTON STREET, CORNER OF SHERIFF,
ELEVENTH WARD.

Warmed by twenty-seven stoves : first floor, five wood and four coal ; second floor, seven wood and two coal ; third floor seven wood and two coal. *Temperature, sixty-five degrees.*

SCHOOL NO. 23, IN CITY-HALL PLACE, SIXTH WARD.

Warmed by eighteen stoves, four wood and two coal, on each of the three floors. *Temperature, seventy degrees.*

SCHOOL NO. 24, IN ELM STREET, NEAR LEONARD, SIXTH WARD.

Warmed by twenty-three stoves : first floor, six wood and two coal ; second floor, six wood and three coal ; third floor, four wood and two coal. *Temperature, seventy degrees.*

SCHOOL NO. 25, IN OAK STREET, FOURTH WARD.

Warmed by six coal stoves, two on each of the floors. *Temperature, sixty degrees.*

SCHOOL NO. 26.

[This school has been consolidated with No. 1, in the Fourth Ward.]

SCHOOL NO. 27, IN EAST FORTY-SECOND STREET, NEAR THIRD AVENUE, NINETEENTH WARD.

Warmed by two of Smith & Baker's steam-heaters. *Temperature, forty-nine degrees.*

SCHOOL NO. 28, IN FORTIETH STREET, NEAR EIGHTH AVENUE, TWENTY-SECOND WARD.

Warmed by twenty-six coal stoves : first floor ten, second floor eight, and third floor eight. *Temperature, fifty degrees.*

SCHOOL NO. 29, NOS. 97 AND 99 GREENWICH STREET, FIRST WARD.

Warmed by two of Tuomey & Elder's steam-heaters. *Temperature, sixty degrees.*

SCHOOL NO. 30, IN BAXTER STREET, NEAR GRAND, FOURTEENTH WARD.

Warmed by twenty-one coal stoves : first floor nine, second floor six, and third floor six. *Temperature, sixty degrees.*

SCHOOL NO. 31, IN MONROE STREET, NEAR MONTGOMERY, SEVENTH WARD.

Warmed by thirty-two stoves, burning wood : first floor two, second floor ten, third floor ten, and fourth floor ten. *Temperature, seventy degrees.*

SCHOOL NO. 32, IN THIRTY-FIFTH STREET, NEAR NINTH AVENUE, TWENTIETH WARD.

Warmed by three of Tuomey & Elder's steam-heaters. *Temperature, sixty-five degrees.*

SCHOOL NO. 33, IN TWENTY-EIGHTH STREET, BETWEEN NINTH AND TENTH AVENUES, TWENTIETH WARD.

Warmed by five of Tuomey & Elder's steam-heaters. *Temperature, sixty-two degrees.*

SCHOOL NO. 34, IN BROOME STREET, BETWEEN SHERIFF AND WILLETT, THIRTEENTH WARD.

Warmed by three of Gould's hot-water furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 35, IN THIRTEENTH STREET, NEAR SIXTH AVENUE, FIFTEENTH WARD.

Warmed by two of Gould's steam-heaters. *Temperature, fifty-six degrees.*

SCHOOL NO. 36, IN NINTH STREET, NEAR AVENUE C, ELEVENTH WARD.

Warmed by thirty-eight stoves : first floor, thirteen wood and two coal ; second floor, nine wood and two coal ; third floor, ten wood and two coal. *Temperature, sixty-five degrees.*

SCHOOL NO. 37, IN EIGHTY-SEVENTH STREET, NEAR FOURTH AVENUE, TWELFTH WARD.

Warmed by twenty-eight stoves, burning wood : first floor ten, second floor nine, and third floor nine. *Temperature, sixty-three degrees.*

Smith & Baker's steam-heaters in the building, but not used.

SCHOOL NO. 38, IN CLARKE STREET, NEAR BROOME, EIGHTH WARD.

Warmed by four hot-air furnaces ; on the first floor, one coal and three wood stoves ; second floor, one coal and two wood stoves ; third floor, four wood stoves. In the building adjoining, four stoves burning coal, two on the first and two on the second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 39, IN ONE HUNDRED AND TWENTY-FIFTH STREET,
BETWEEN SECOND AND THIRD AVENUES, TWELFTH WARD.

Warmed by twenty-seven wood stoves : first floor ten, second floor eight, and third floor nine. *Temperature, sixty-five degrees.*

SCHOOL NO. 40, IN TWENTIETH STREET, BETWEEN FIRST AND
SECOND AVENUES, EIGHTEENTH WARD.

Warmed by four hot-air furnaces. *Temperature, seventy degrees.*

SCHOOL NO. 41, IN GREENWICH AVENUE, OPPOSITE CHARLES
STREET, NINTH WARD.

Warmed by five hot-air furnaces, and ten wood stoves ; first floor two stoves, second floor three, third floor one, and fourth floor four. *Temperature, fifty-eight degrees.*

SCHOOL NO. 42, IN ALLEN, NEAR CANAL, TENTH WARD.

Warmed by twenty-eight stoves : first floor, twelve wood and two coal ; second floor, eight wood and one coal ; third floor, eight wood and one coal. *Temperature, seventy degrees.*

SCHOOL NO. 43, IN ONE HUNDRED AND TWENTY-NINTH STREET,
NEAR TENTH AVENUE, TWELFTH WARD.

Warmed by fourteen wood stoves : first floor five, second floor three, and third floor six. *Temperature, sixty-five degrees.*

SCHOOL NO. 44, CORNER OF NORTH MOORE AND VARICK
STREETS, FIFTH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty degrees.*

SCHOOL NO. 45, IN TWENTY-FOURTH STREET, BETWEEN SEVENTH AND EIGHTH AVENUES, SIXTEENTH WARD.

Warmed by eight hot-air furnaces ; and on the first floor, by one coal and eight wood stoves ; second floor, by four wood stoves. *Temperature, sixty-seven degrees.*

SCHOOL NO. 46, IN ONE HUNDRED AND FIFTY-SIXTH STREET, CORNER OF BROADWAY, TWELFTH WARD.

Warmed by ten wood stoves : first floor five, and second floor five. *Temperature, seventy degrees.*

SCHOOL NO. 47, IN TWELFTH STREET, BETWEEN BROADWAY AND UNIVERSITY PLACE, FIFTEENTH WARD.

Warmed by seven hot-air furnaces. *Temperature, sixty-four degrees.*

SCHOOL NO. 48, IN TWENTY-EIGHTH STREET, BETWEEN SIXTH AND SEVENTH AVENUES, TWENTIETH WARD.

Warmed by nine hot-air furnaces. *Temperature, sixty degrees.*

SCHOOL NO. 49, IN THIRTY-SEVENTH STREET, BETWEEN SECOND AND THIRD AVENUES, TWENTY-FIRST WARD.

Warmed by six hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 50, IN EAST TWENTIETH STREET, BETWEEN SECOND AND THIRD AVENUES, EIGHTEENTH WARD.

Warmed by five hot-air furnaces, and fourteen coal stoves : two stoves on the third floor of main building, and six in each wing. *Temperature, sixty-eight degrees.*

SCHOOL NO. 51, IN FORTY-FOURTH STREET, BETWEEN TENTH AND ELEVENTH AVENUES, TWENTY-SECOND WARD.

Warmed by four of Gould's hot-water heaters. *Temperature, sixty degrees.*

SCHOOL NO. 52, IN TWO HUNDRED AND SIXTH STREET, NEAR
TUBBY-HOOK, TWELFTH WARD.

Warmed by six wood stoves on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 53, IN SEVENTY-NINTH STREET, NEAR THIRD AVE-
NUE, NINETEENTH WARD.

Warmed by five hot-water heaters, made by Wethered &
Cherevoy. *Temperature, fifty degrees.*

PRIMARY SCHOOLS.

SCHOOL NO. 1, IN LUDLOW STREET, NEAR DELANCEY, TENTH
WARD.

Warmed by nineteen wood stoves : first floor five, second floor seven, and third floor seven. *Temperature, seventy degrees.*

SCHOOL NO. 2, IN BAYARD STREET, NEAR BAXTER, SIXTH WARD.

Warmed by seven stoves, five wood and two coal ; second floor three, and fourth floor four stoves. *Temperature, sixty-five degrees.*

SCHOOL NO. 3, IN CANNON STREET, NEAR STANTON, ELEVENTH
WARD.

Warmed by seven wood stoves, four on first floor and three on the second. *Temperature, sixty degrees.*

SCHOOL NO. 4, IN ONE HUNDRED AND TWENTIETH STREET,
BETWEEN SECOND AND THIRD AVENUES, TWELFTH WARD.

Warmed by two wood stoves on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 5, IN FOURTH STREET, NEAR AVENUE C, ELEVENTH
WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 6, THOMPSON STREET, BETWEEN SPRING AND
BROOME, EIGHTH WARD.

Warmed by seven wood stoves, three on first floor, and four on the second. *Temperature, sixty-five degrees.*

SCHOOL NO. 7, NO. 174 WEST TENTH STREET, NINTH WARD.

Warmed by one of Gould's steam-heaters. *Temperature, sixty-three degrees.*

SCHOOL NO. 8, IN MOTT STREET, NEAR CANAL, SIXTH WARD.

Warmed by fourteen wood and two coal stoves, six on the second floor, and ten on the third. *Temperature, sixty-four degrees.*

SCHOOL NO. 9, NO. 42 FIRST STREET, SEVENTEENTH WARD.

Warmed by two hot-air furnaces and two coal stoves on second floor. *Temperature, sixty degrees.*

SCHOOL NO. 10, IN CANNON STREET, NEAR BROOME, THIRTEENTH WARD.

Warmed by five stoves : first floor, one wood and two coal ; second floor two coal. *Temperature, sixty-five degrees.*

SCHOOL NO. 11, No. 461 GREENWICH STREET, FIFTH WARD.

Warmed by eight wood stoves, five on the second and three on the third floor. *Temperature, seventy degrees.*

SCHOOL NO. 12, IN WEST TWENTIETH STREET, NEAR SEVENTH AVENUE, SIXTEENTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters.
Opened May 11, 1865.

SCHOOL NO. 13, IN DOWNING STREET, NEAR BLEECKER, NINTH WARD.

Warmed by eight wood stoves, two on the first floor, and six on the second. *Temperature, seventy degrees.*

SCHOOL NO. 14, IN OLIVER STREET, NEAR OAK, FOURTH WARD.

Warmed by two hot-water heaters, made by Wethered & Cherevoy. *Temperature, sixty degrees.*

SCHOOL NO. 15, NO. 3 STONE STREET, FIRST WARD.

Warmed by five wood stoves ; one on the lower floor, two on the second, and two on the third. *Temperature, sixty-five degrees.*

SCHOOL NO. 16, CORNER OF TWENTY-THIRD STREET AND SECOND AVENUE, EIGHTEENTH WARD.

Warmed by hot air, and eight coal stoves in the first and five on the second floor. *Temperature of first floor fifty-five degrees, and of second floor sixty-eight degrees.*

SCHOOL NO. 17, CORNER OF FORTY-SECOND STREET AND BROADWAY, TWENTY-SECOND WARD.

Warmed by eight coal stoves on second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 18, WAVERLEY PLACE, NEAR BANK STREET, NINTH WARD.

Warmed by five wood stoves, two on the first and three on the second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 19, NO. 223 WEST EIGHTEENTH STREET, SIXTEENTH WARD.

Warmed by one hot-air furnace and five wood stoves, two on the first and three on the second floor. *Temperature, sixty-four degrees.*

SCHOOL NO. 20, IN BROOME STREET, NEAR CLINTON, THIRTEENTH WARD.

Warmed by two hot-air furnaces. *Temperature, sixty-eight degrees.*

SCHOOL NO. 21, IN RIVINGTON STREET, NEAR GOERCK, THIRTEENTH WARD.

Warmed by five wood stoves, three on the first, one on the second, and one on the third floor. *Temperature, seventy degrees.*

SCHOOL NO. 22, CORNER OF NINTH STREET AND FIRST AVENUE,
SEVENTEENTH WARD.

Warmed by nineteen wood stoves, eight on the first, and eleven on the second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 23, IN ELEVENTH STREET, BETWEEN THIRD AND
FOURTH AVENUES, SEVENTEENTH WARD.

Warmed by one of Tuomey & Elder's steam-heaters.
Temperature, seventy degrees.

SCHOOL NO. 24, HORATIO STREET NEAR HUDSON, NINTH WARD.

Warmed by three of Leeds' hot-water heaters, and one hot-air furnace. *Temperature, sixty degrees.*

SCHOOL NO. 25, GREENWICH STREET, BETWEEN CHARLTON AND
VANDAM, EIGHTH WARD.

Warmed by eight wood stoves : three on the first floor and five on the second. *Temperature, sixty degrees.*

SCHOOL NO. 26, IN EAST TWELFTH STREET, NEAR AVENUE B,
SEVENTEENTH WARD.

Warmed by three of Gould's steam-heaters. *Temperature of large room seventy degrees, and of four class-rooms fifty degrees.*

SCHOOL NO 27, IN THIRTY-SEVENTH STREET, NEAR TENTH AVENUE,
TWENTIETH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-two degrees.*

SCHOOL NO. 28, CORNER OF TWENTY-THIRD STREET AND SECOND AVENUE,
EIGHTEENTH WARD.

Warmed by hot air, and eight coal stoves, three on the first and five on the second floor. *Temperature of first floor fifty-five degrees, and of second floor sixty-eight degrees.*

SCHOOL NO. 29, IN NINETEENTH STREET, BETWEEN FIRST AVENUE AND AVENUE A, NINETEENTH WARD.

Warmed by nineteen wood stoves : one in the lower hall, and six on the first floor, and twelve on the second. *Temperature, seventy degrees.*

SCHOOL NO. 30, WARD'S ISLAND, TWELFTH WARD.

Warmed by two coal stoves on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 31, IN SECOND STREET, NEAR AVENUE C, ELEVENTH WARD.

Warmed by two wood stoves, one on the first and one on the second floor. *Temperature, sixty-four degrees.*

SCHOOL NO. 32, IN ONE HUNDRED AND EIGHTY-SIXTH STREET, NEAR THE KINGSBRIDGE ROAD, TWELFTH WARD.

Warmed by six wood stoves on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 33, IN VARICK STREET, NEAR CANAL, FIFTH WARD.

Warmed by one hot-air furnace ; on second floor two grates, and on third floor two grates and one coal stove. *Temperature, fifty degrees.*

SCHOOL NO. 34, IN PEARL STREET, NEAR BEEKMAN, SECOND WARD.

Warmed by one of Smith & Baker's steam-heaters, and one coal stove on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 35, IN SIXTY-SEVENTH STREET, NEAR BROADWAY, TWENTY-SECOND WARD.

Warmed by three wood-stoves on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 36, IN MONROE STREET, NEAR PIKE, SEVENTH WARD.

Warmed by one of Tuomey & Elder's steam-heaters. *Temperature, sixty-five degrees.*

SCHOOL NO. 37, NOS. 40 & 42 ROBINSON STREET, THIRD WARD.

Warmed by six stoves : first floor, one coal ; second floor, two wood ; and third floor, two wood and one coal. *Temperature, sixty degrees.*

SCHOOL NO. 38, NOS. 42 & 44 TRINITY PLACE, FIRST WARD.

Warmed by one of Smith & Baker's steam-heaters. *Temperature, sixty degrees.*

SCHOOL NO. 39, IN SEVENTH STREET, BETWEEN AVENUES B AND C, ELEVENTH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 40, IN FIFTY-THIRD STREET, BETWEEN BROADWAY AND EIGHTH AVENUE, TWENTY-SECOND WARD.

Warmed by eleven stoves : first floor, two coal and two wood ; second floor, three coal and two wood ; third floor, two wood. *Temperature, sixty-five degrees.*

SCHOOL NO. 41, IN TENTH AVENUE, CORNER OF ONE HUNDRED AND FOURTH STREET, TWELFTH WARD.

Warmed by three of Gould's steam-heaters. *Temperature, sixty-five degrees.*

COLORED GRAMMAR SCHOOLS.

SCHOOL NO. 1, IN MULBERRY STREET, BETWEEN GRAND AND
HESTER, FOURTEENTH WARD.

Warmed by twelve wood stoves, six on the first and
six on the second floor. *Temperature, fifty-five degrees.*

SCHOOL NO. 2, LAURENS STREET, NEAR BROOME, EIGHTH WARD.

Warmed by fourteen wood stoves : basement four, first
floor five, and second floor five. *Temperature, sixty-two
degrees.*

SCHOOL NO. 4, ONE HUNDRED AND TWENTIETH STREET, NEAR
FOURTH AVENUE, TWELFTH WARD.

Warmed by two wood stoves on the first floor. *Tempera-
ture, sixty-two degrees.*

SCHOOL NO. 5, NO. 147 FRANKLIN STREET, FIFTH WARD.

Warmed by three coal stoves, one on each floor. *Tempera-
ture, sixty-eight degrees.*

SCHOOL NO. 6, 1325 BROADWAY, TWENTIETH WARD.

Warmed by four coal stoves : first floor one, second floor
two, and third floor one. *Temperature, sixty-five degrees.*

SCHOOL NO. 7, NO. 98 WEST SEVENTEENTH STREET, SIXTEENTH
WARD.

Warmed by seven wood stoves, five on the first and two
on the second floor. *Temperature, seventy degrees.*

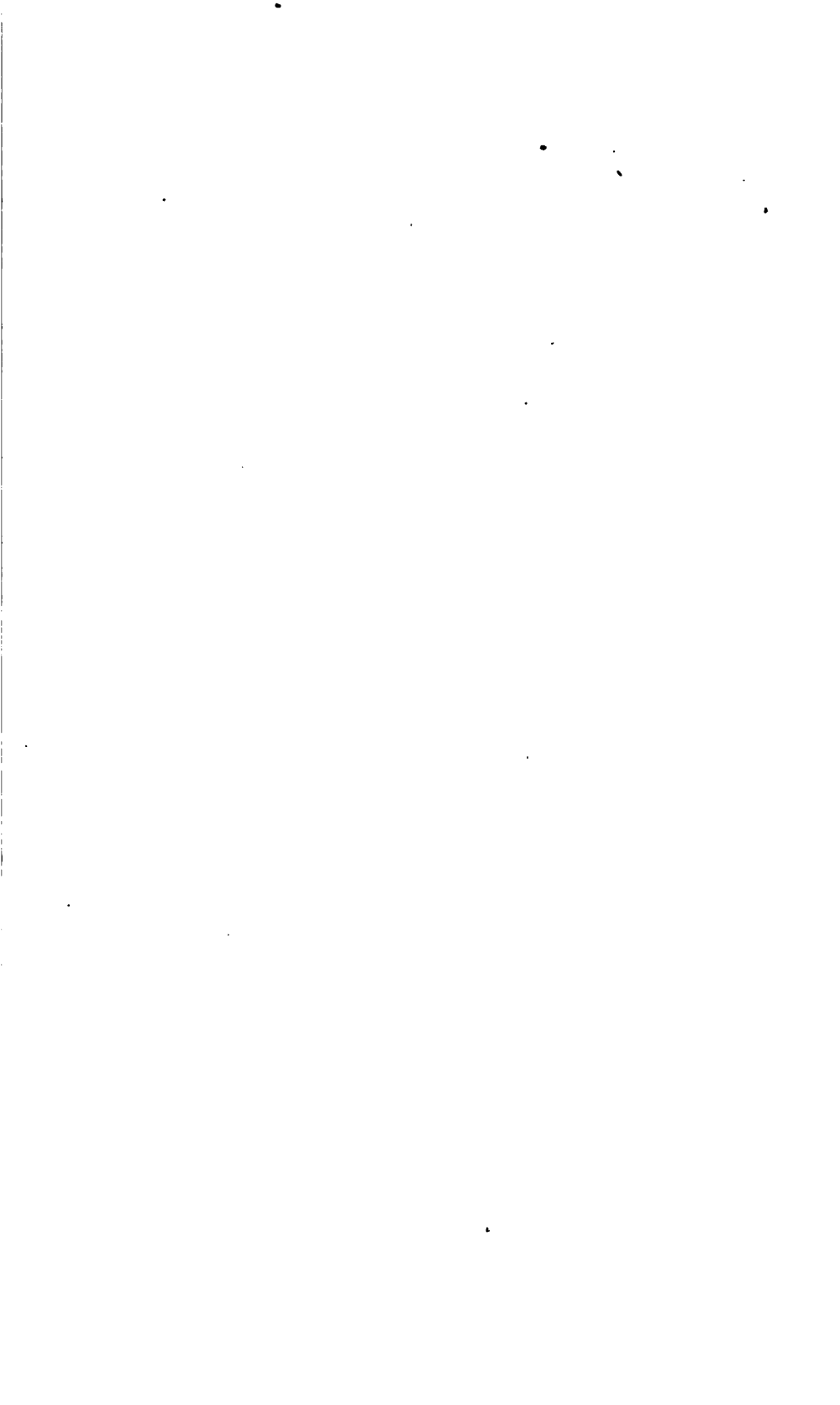
COLORED PRIMARY SCHOOLS.

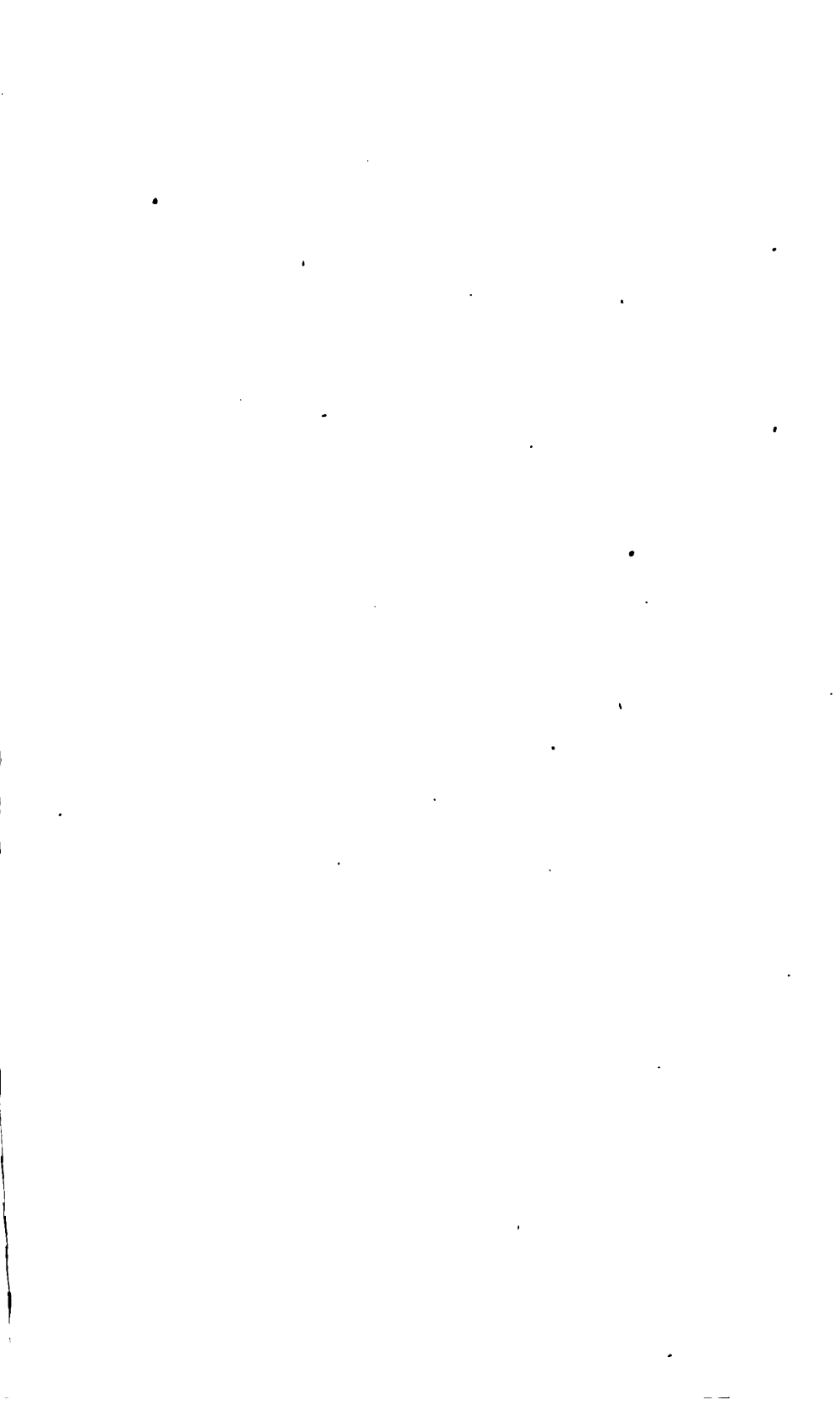
SCHOOL NO. 2, IN SECOND STREET, NEAR AVENUE C, ELEVENTH WARD.

Warmed by two wood stoves, one on the first and one on the second floor. *Temperature, sixty-five degrees.*

FREE ACADEMY, CORNER OF LEXINGTON AVENUE AND TWENTY-THIRD STREET.

Warmed by eight hot-air furnaces. *Temperature, seventy degrees.*







No. 7.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,

CITY OF NEW YORK, JULY 5, 1865.

The PRESIDENT laid before the Board a Report from the Superintendent of School Buildings, relative to the safety and general condition as to repairs, &c., of all the buildings under the control of the Board.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESE,
Clerk.

REPORT.

To the Board of Education :

The Superintendent of School Buildings, in pursuance of Article 9, Section 37, of the By-Laws, herewith presents a report of an examination of all the buildings under the control of the Board, in reference to their safety and general condition as to repairs, &c.

Respectfully submitted,

AMNON MACVEY,
Superintendent of School Buildings.

NEW YORK, *July 5, 1865.*



CONDITION OF SCHOOL BUILDINGS.

FIRST WARD—

Grammar School No. 29. Chimney tops, parapet wall, and coping, need repairs.

Primary School No. 15. In bad condition throughout. Stairs should be enlarged.

SECOND WARD—

Primary School No. 34. Needs some repairs throughout the building.

THIRD WARD—

Primary School No. 37. The building and yards are in a dilapidated condition.

FOURTH WARD—

Grammar School No. 1. In good condition.

Grammar School No. 25. Some repairs to be done always ; house very old ; some portions of it rotten.

Primary School No. 14. The roof wants painting.

FIFTH WARD—

Grammar School No. 44. Some pointing up required to chimney tops, parapet walls, and coping.

Primary School No. 11. In good condition.

Primary School No. 33. In fair condition.

SIXTH WARD—

Grammar School No. 23. In good condition.

Grammar School No. 24. In good condition.

Primary School No. 2. The playroom floors, water-closets, and yards, want repairing.

Primary School No. 8. In good repair.

SEVENTH WARD—

Grammar School No. 2. The playroom floors and roof to be repaired.

Grammar School No. 12. The roof of main building to be repaired.

Grammar School No. 31. The flagging of yards want relaying in several places.

Primary School No. 36. Inside walls want pointing up, and some flagging should be reset.

EIGHTH WARD—

Grammar School No. 8. In good condition.

Grammar School No. 38. Repairs should be made throughout the building.

Primary School No. 25. The yards and water-closets are in bad order.

Primary School No. 6. Several small repairs are needed.

Colored School No. 2, in Laurens street. In bad condition.

NINTH WARD—

Grammar School No. 3. The inside walls should be pointed up.

Grammar School No. 16. In good condition.

Grammar School No. 41. In fair condition.

Primary School No. 7. In good order.

Primary School No. 18. Some repairs necessary.

Primary School No. 13. In fair condition.

Primary School No. 24. In good repair.

TENTH WARD—

Grammar School No. 7. In fair condition.

Grammar School No. 20. In good order.

Grammar School No. 42. Chimney-tops, parapet walls, and coping, need repairing.

Primary School No. 1. In fair condition.

ELEVENTH WARD—

Grammar School No. 15. Is being rebuilt.

Grammar School No. 22. The roofs, sashes, and blinds, need repairs, and some plumbing required.

Grammar School No. 36. The water-closets and sashes need repairing.

Primary School No. 5. In good repair.

Primary School No. 31. In very bad condition throughout. Not fit for school purposes.

Primary School No. 39. In good order.

Primary School No. 3. In fair condition. Some alterations are to be made during vacation.

TWELFTH WARD—

Grammar School No. 6. Furniture partly worn out.

Grammar School No. 37. In good order ; water-closets to be built during vacation.

Grammar School No. 39. Inside walls should be pointed up, and several small repairs are necessary inside of the building. Roof to be repaired and painted ; yards, water-closets, and fences, to be repaired during vacation.

Grammar School No. 43. In good condition.

Grammar School No. 46. Leaders to be repaired and roof to be painted ; inside walls to be pointed up ; side-walks to be repaired ; a well to be sunk during vacation.

Grammar School No. 52. The cupola, roof of stair-building, level cornices of main building, and window-shutters, require painting.

Primary School No. 4. Old and in bad condition.

Primary School No. 32. Tin leaders to be repaired and roof to be painted ; drum pipes leading to cistern to be repaired. The well ordered to be sunk deep enough to have good water.

Primary School No. 30, on Ward's Island. An examination has not been made here.

Colored Primary School No. 4. In fair condition.

THIRTEENTH WARD—

Grammar School No. 4. In good condition throughout.

Grammar School No. 34. In good condition.

Primary School No. 10. In bad condition.

Primary School No. 20. In good condition.

Primary School No. 21. In bad condition.

FOURTEENTH WARD—

Grammar School No. 5. The roof requires to be painted.

Grammar School No. 21. To be repaired and painted during vacation.

Grammar School No. 30. In bad condition throughout.

Colored Grammar School No. 1. To be repaired and painted during vacation.

FIFTEENTH WARD—

Grammar School No. 10. The roof requires painting.

Grammar School No. 35. A portion of the inside walls require pointing up.

Grammar School No. 47. In good condition.

SIXTEENTH WARD—

Grammar School No. 11. In fair condition.

Grammar School No. 45. This building is undergoing extensive repairs.

Grammar School No. 55. New and in good condition.

Primary School No. 19. In fair condition.

Colored Primary School No. 7. In good condition.

SEVENTEENTH WARD—

Grammar School No. 13. The roof requires to be repaired, some flagging relaid, and inside walls pointed up.

Grammar School No. 19. Vaults in front need repairing, and some flagging relaid.

Primary School No. 9. In good condition. Cupola should be removed.

Primary School No. 22. In good order.

Primary School No. 23. In good condition generally.

Primary School No. 26. Inside walls and drain pipes need repairing.

EIGHTEENTH WARD—

Grammar School No. 40. In fair condition.

Grammar School No. 50. In good condition.

Grammar School—New, in Twenty-third street. Not quite finished.

Primary School No. 29. In good order.

Primary Schools Nos. 16 and 28, in the Dispensary. To be removed, in September, into the new building in Twenty-third street.

NINETEENTH WARD—

Grammar School No. 18. The building and furniture are both in bad condition.

Grammar School No. 27. The roof and leaders want painting ; parapet walls, chimney-tops, yard-fences, and inside walls, all want pointing up, and flagging, yards and sidewalk, want repairing.

Grammar School No. 53. Brick fences, parapet walls, and coping, want to be pointed and reset, flagging relaid, and inside walls pointed up.

TWENTIETH WARD—

Grammar School No. 32. The roof wants painting, and slight repairs are wanted throughout the building.

Grammar School No. 33. The fences and coping require to be pointed up, flagging reset, and roof painted.

Grammar School No. 48. The roofs require to be repaired and painted ; playroom floors, water-closets, and flagging, repaired. The outside woodwork wants painting.

Primary School No. 27. The platforms in class-rooms are worn out. Small repairs are wanted throughout the building, and roof wants painting.

Colored Grammar School No. 6. A number of small repairs required on the building and yards.

TWENTY-FIRST WARD—

Grammar School No. 14. The brick fences and coping, and some portions of the outside and inside walls of the building, want repairing.

Grammar School No. 49. This building is undergoing extensive repairs.

TWENTY-SECOND WARD—

Grammar School No. 9. In bad condition.

Grammar School No. 28. This building is in bad condition inside and outside, and should be attended to at once.

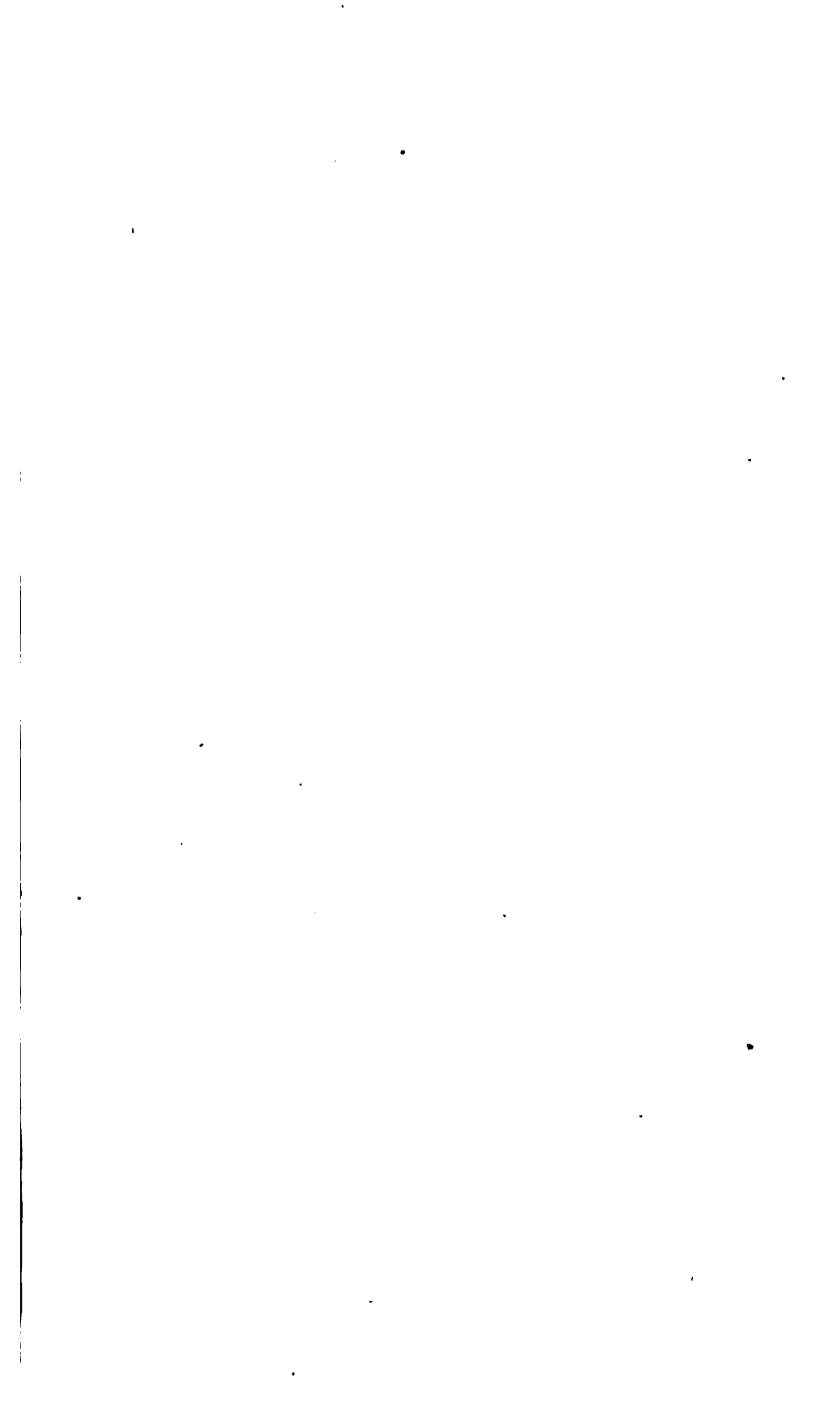
Grammar School No. 17. The inside walls require to be pointed up ; and the sashes, blinds, doors, and door-casings, repaired.

Grammar School No. 51. The iron fence requires to be painted, coping in front reset, brick fences and coping pointed up, front sidewalk relaid, a new water-closet in one yard, inside walls pointed up, and front doors repaired and painted.

Primary School No. 17. In good condition.

Primary School No. 35. In a dilapidated condition.

Primary School No. 40. In good condition.



No. 8.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,

CITY OF NEW YORK, NOVEMBER 1, 1865.

Mr. VANCE presented a Report from the Executive Committee on Free Academy, submitting the Fourteenth Annual Report of the Faculty of the Free Academy to the Board of Education.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESE,
Clerk.



FOURTEENTH ANNUAL REPORT

OF THE

FACULTY OF THE FREE ACADEMY,

TO THE

BOARD OF EDUCATION.

To the Faculty of the Free Academy of the City of New York :

GENTLEMEN : The Committee appointed to prepare the Fourteenth Annual Report, respectfully submit the annexed draft, and recommend that it be adopted as the Report of the Faculty.

FREE ACADEMY, *July 19, 1865.*

ADOLPH WERNER,	} <i>Committee.</i>
JOHN A. NICHOLS,	
A. J. MORALES,	
J. T. BENEDICT,	
R. OGDEN DOREMUS,	

On motion, the Report was adopted, and the President and Secretary of the Faculty were directed to sign it and transmit it to the Board of Education.

GERARDUS B. DOCHARTY,
Secretary.



REPORT.

To the Board of Education

of the City and County of New-York :

The Faculty of the Free Academy of the City of New York present this, their Fourteenth Annual Report, to your Board, in conformity with the regulations established for the government of the Institution.

At the close of the examination for advancement, July 1, 1864,
the number of Students on the rolls of the Institution was... 410
Of these..... 40

graduated, leaving..... 370
There were admitted at the July examination..... 351

new Students (erroneously reported 350 in the last Annual Report), making..... 721
At the opening of the sessions in September..... 7
more were, upon reconsideration, admitted from among the
number rejected in July; while..... 1
new applicant was admitted upon an examination ordered by
the Executive Committee in September;*..... 5
former Students were readmitted at, or soon after the beginning of the sessions, and..... 1

in the the course of the term; giving a total of..... 735
for the First Term of the Seventeenth year (1864-65).

* The eight Students admitted after the close of the examination for admission increase the numbers reported last year for the subjoined schools :

For School 7 from 1 to 2; for School 13 from 7 to 8; for School 24 from 3 to 4; for School 44 from 13 to 14; for School 45 from 22 to 25; for School 53 from 3 to 4.

These Students were classified as follows :

In the Senior Class there were.....	31
“ Junior “	49
“ Sophomore “	75
“ Freshman “	163
“ Introductory “	417
Total.....	<u>735</u>

The number of Students who left the Institution during the First Term, ending February 15, 1865, was—

From the Senior Class.....	3
“ Junior “	13
“ Sophomore “	16
“ Freshman “	40
“ Introductory “	120
Total.....	<u>194</u>

At the intermediate examination for admission, held at the beginning of the Second Academic Term..... 6
 Students were admitted ; at the same time..... 1
 former Student was readmitted to the Introductory Class, and. 1
 was readmitted in the course of the Term to the Freshman Class ; making the total number in the Academy during this Term..... 549
 distributed as follows :

In the Senior Class.....	28
“ Junior “	34
“ Sophomore “	59
“ Freshman “	124
“ Introductory “	304
Total.....	<u>549</u>

The number of Students who left during the Second Term, ending July 19, 1865, was—

From the Senior	Class.....	1
“ Junior	“	8
“ Sophomore	“	10
“ Freshman	“	28
“ Introductory	“	87
Total.....		134

So that there were left—

In the Senior	Class.....	27
“ Junior	“	26
“ Sophomore	“	49
“ Freshman	“	96
“ Introductory	“	217
Making a total of		415

The Annual Examination for advancement took place July 3–10, 1865, when all the members of the Senior Class were, by the Faculty, recommended to your Board for graduation. Of the Junior Class, all were advanced; of the Sophomore Class, 47 were advanced, and 2 were not advanced; of the Freshman Class, 82 were advanced, and 14 were not advanced; of the Introductory Class, 143 were advanced, and 74 were not advanced.

The Annual Examination for admission was held July 12 and 13, 1865. Of the 430 applicants, 390 were admitted into the Academy; and one (1) former Student was re-admitted to the Sophomore Class, increasing the number of Students to 806. On commencement day, July 19, 1865, the Senior Class graduated 27; leaving 779 Students on the rolls of the Institution at the close of its Seventeenth and the beginning of its Eighteenth year.

These Students are classified as follows, one (1) of the the 390 recently admitted having, upon further examination, been advanced to the Freshman Class :

In the Senior	Class.....	26
“ Junior	“	47
“ Sophomore	“	85
“ Freshman	“	158
“ Introductory	“	463
Total.....		<hr/> 779

The following are the names of the Students readmitted during the year :

Hitchcock, Urban G....to the Senior Class ;
 Moore, William L.,
 Ranney, Ambrose L.,
 and Stevenson, William S....to the Sophomore Class ;
 Hiscox, Edwin T.,
 and Smith William A.....to the Freshman Class ;
 Guild, Frederic A.,
 and Moore, George W.....to the Introductory Class-

The following are the names of the Students admitted in September, 1864 :

Emmons, Charles,	McNamara, Richard,
Field, Marsden D.,	Reynolds, Warren W.,
Fuessel, Robert,	Stites, Mortimer L.,
Good, William G.,	Watson, Frederick.

Of these, three chose the study of the ancient languages, and five that of the modern.

The following are the names of the Students admitted in February, 1865 :

Chalmers, William J.,	Fowler, George B.,
Clafin, John,	Klein, Herman O. A.,
Dougherty, John H.,	Lyon, Addison J.,

Of these, five chose the study of the ancient languages, and one the study of the modern.

The following is the list of the Students who left the Academy during the first Academic term :

Senior Class.

Crowell, Martin L., Duryea, Albert J.,
Warner, William C.—3:

Junior Class.

Birdseye, George W. P.,	Dunlap, Moses,
Brooks, Elbridge S.,	Fletcher, Robert,
Brown, Augustus,	Hoge, William L.,
Carley, Thomas F.,	Jasper, Robert T.,
Condon, James J.,	Lippmann, Martin,
De Baun, Charles J.,	Martin, William H.,
Deyo, Jonathan T.,	Spence, Lewis H.,

Wilcox, Oscar R.—15.

Sophomore Class.

Baird, James A.,	Holden, George H.,
Blucher, William A.,	Howell, John H.,
Bogert, John,	Johnson, Charles A.,
Brush, Charles B.,	Lockwood, Frederick,
Chatillon, George H.,	Miller, Robert S.,
Cook, George H.,	Schlingheyde, Ernest F.,
Cruttenden, Thomas S.,	Smith, Charles D.,
Dispecker, Benjamin,	Wines, Walter B.—16.

Freshman Class.

Arden, Charles L. F.,	Fitch, Ardon S.,
Brewster, Richard C.,	Fletcher, Alpheus,
Brown, Henry G.,	Gould, Charles W.,
Burnell, George A.,	Grant, William D. A.,
Chambers, John,	Gritten, Edwin W.,
Crosby, Allen H.,	Groesbeck, Clarence S.,
Ellingham, Edwin,	Haas, Jacob L.,
Fessenden, Benjamin A.,	Hadley, George H.,

Hall, William F.,
 Hand, Henry,
 Hedden, Theodore,
 Hillyer, Charles V.,
 Hirschfeld, George M.,
 Hiscox, Henry O.,
 Ingram, John McD.,
 Josephi, Marcus A.,
 Kimbark, Charles,
 Knapp, Oscar,
 Lockwood, John A.,
 Marten, Robert B.,

Miller, Charles D.,
 Raymond, Amos,
 Schramm, Arnold H. E.,
 Sears, Joseph R.,
 Simonson, William,
 Thompson, Hubert,
 Uhlmann, Frederic,
 Vanderbilt, Charles W.,
 Wagner, William F.,
 Westbrook, George R.,
 Wetmore, Leslie E.,
 Wilmurt, Samuel K.—40.

Introductory Class.

Allan, Thomas T.,
 Anderton, Edward K.,
 Andrews, George W., Jr.,
 Badeau, Charles B.,
 Badenhausen, Jacob,
 Bainton, William S.,
 Baldwin, Charles M. D.,
 Ball, Horace B.,
 Bernheimer, Jacob S.,
 Brandon, William J.,
 Bridge, Frederic,
 Bussing, Joseph H.,
 Carpenter, William H.,
 Carter, Washington L.,
 Casey, Richard M.,
 Cauley, Samuel J.,
 Christie, Robert R.,
 Clark, Charles A.,
 Clark, Joshua A.,
 Coffey, Andrew J.,
 Cohen, Lewis J.,
 Colby, Charles A.,
 Connolly, James A.,
 Cooper, Joseph B.,

Coryell, Edwin M.,
 Cruttenden, Samuel M.,
 Davis, John,
 Dexter, Eugene E.,
 Deyo, Lucas H.,
 Dunnell, Henry N.,
 Emmons, Charles,
 Farley, Philip H.,
 Fitzgerald, Robert,
 Flagg, James H. O.,
 Freeborn, George C.,
 French, Alvah R.,
 Friedhoff, Charles H.,
 Friedlander, Henry,
 Fuerth, Jacob G.,
 Galligan, John J.,
 Gleeson, Patrick,
 Gordon, John,
 Hall, Thomas J.,
 Hegeman, Peter A.,
 Hennion, Charles O.,
 Herts, Benjamin H.,
 Hill, Benedict B.,
 Hirsch, Leopold,

Hopkins, Randolph M.,
 Hough, Martin S.,
 Irving, Henry,
 Janssen, John A.,
 Kane, John J.,
 Keegan, James D., Jr.,
 Keenen, John J.,
 Kelleher, John,
 Kerl, Thomas,
 Koon, Joseph,
 Kruse, Albert T.,
 Launitz, Robert E.,
 Lefferts, Marshall C.,
 Levenberg, David,
 Lindemann, Maximilian,
 Liveness, Charles T.,
 Lyons, John J.,
 Mack, Moses,
 Maher, Thomas F.,
 Martinez, Louis A. E.,
 McCord, Charles J.,
 McGraw, Nathan C.,
 McGuire, Charles J.,
 McKiernan, Thomas,
 Menger, Leslie S.,
 Merritt, Smith S.,
 Meyer, John F.,
 Michaelis, James H.,
 Moore, Albert,
 Morey, Charles N.,
 Nettleton, Charles H.,
 Pearce, Samuel A. W.,
 Peck, Albert R.,
 Pope, William Henry,
 Porter, Oliver,
 Reilley, John,

Richter, John,
 Ringer, Ernest,
 Rogers, George S.,
 Rogers, William H.,
 Rye, Charles F.,
 Searing, Bond S.,
 Sears, Charles E.,
 Serrell, William I.,
 Seymour, Charles,
 Shaw, George B.,
 Shopp, John M.,
 Smillie, Walter De F.,
 Smith, Charles,
 Smith, William A.,
 Snedeker, Edward L.,
 Souza, Samuel,
 Springsteed, Warren,
 Stanford, Thomas,
 Starr, George O.,
 Steele, William,
 Stites, Mortimer L.,
 Taylor, Samuel R.,
 Titus, Frank M.,
 Tuska, Waldemar,
 Tweed, Richard,
 Utt, Wm. S.,
 Van Winkle, Frank A.,
 Wallwork, Joseph M.,
 Warrin, Frank L.,
 Whittemore, William A.,
 Wood, John K.,
 Woodle, Leopold,
 Woodle, Marcus,
 Wooster, William H.,
 Wright, Frederic C.,
 York, John W. E.—120.

The following is the list of the Students who left during the second term :

Senior Class.

Krieg, George, Jr.—1.

Junior Class.

Alger, William G.,	Knowlton, Henry D.,
Anderson, Cornelius E.,	Page, Edward A.,
Bramwell, Joseph H.,	Treadwell, William B.,
Hess, William C.,	Werner, Ernest.—8.

Sophomore Class.

Baker, Townsend D.,	Mahoney, John J.,
Butzel, Meyer,	Safford, Eben D.,
Ellsworth, Benjamin F.,	Schack, Albert P.,
Griffiths, Evan,	Shoards, Joseph F.,
Kirchberger, Siegfried H.,	Simmons, William G.—10.

Freshman Class.

Abrahams, Samuel,	Klemm, Otho H.,
Adams, John A.,	Luxford, William E.,
Badeau, Charles H.,	Mandeville, William S.,
Bayreuther, Adolphus E.,	McCafferty, Bernard E.,
Burgess, Robert,	Miller, Edwin M.,
Corbett, Otis,	Moore, George W.,
Courtenay, Frederic W.,	Mount, Edward S.,
Denison, Henry C.,	Mundy, John E.,
Donaldson, Richard,	Palmer, Miles C.,
Fitzpatrick, John F.,	Sheehy, Timothy,
Gilbert, Charles E.,	Smith, William A.,
Griffiths, William J.,	Stillwell, Charles R.,
Johnson, Frederic M.,	Wales, Alexander,
Kelly, Francis,	Williams, Henry J.—28.

Introductory Class.

Abbott, John M.,	Baumgartel, Louis E.,
Allen, George R.,	Beck, Alexander,

Buttle, Henry,
 Camp, Frederic,
 Cleary, John,
 Coe, Charles A., Jr.,
 Delaney, Thomas,
 Devoe, William B.,
 Dickerson, George H.,
 Dowling, George T.,
 Egenberger, William,
 Fuessel, Robert,
 Gabay, Henry G.,
 Gibbons, John,
 Good, William G.,
 Gridley, John Van G., Jr.,
 Guthrie, Arthur H.,
 Hall, Washington,
 Hart, Julien B.,
 Hendrickson, James F.,
 Hewitt, George B.,
 Hunter, William,
 Isaacs, Washington,
 Josephi, Simeon E.,
 Kearns, James,
 Kenney, Wesley T.,
 King, Alonzo B.,
 Kissick, James,
 Levy, Solomon J.,
 Lipsett, Allen,
 Loudon, John C.,
 Lyon, Edmund R.,
 Lyons, Samuel,
 Mahony, James,
 Marshall, William A.,
 Maxwell, Robert,
 Mayorga, Joseph D.,
 McAuliffe, John J.,
 McKiernan, Thomas E.,
 McNamara, Richard,
 Morris, John W.,

Morris, William J.,
 Müller, Benjamin,
 Murphy, Daniel N. J.,
 Newbold, Emlen,
 Nicholson, Thomas H.,
 Nussbaum, Solomon,
 Ochs, Edward,
 O'Connor, Francis H.,
 Owen, Allen M.,
 Parsons, Charles W.,
 Perry, John J. G.,
 Pond, William A., Jr.,
 Reed, Horatio M.,
 Riddell, James L.,
 Ross, John,
 Schultz, Adolph R.,
 Scott, Abner,
 Scullen, William J.,
 Secor, James F., Jr.,
 Shaurman, George A.,
 Silberman, Isaac W.,
 Slote, George B.,
 Smith, Albert G.,
 Smith, Charles,
 Smith, Jacob A.,
 Smith, Lee G. B.,
 Smith, Thomas W.,
 Smith, Wilbur F.,
 Stadeker, David,
 Stafford, Frederic E.,
 Steinbrenner, John F.,
 Stevens, Frank A.,
 Stillman, Alfred,
 Stucke, Henry,
 Sutter, John L.,
 Taylor, William H.,
 Thorne, Newberry D.,
 Waterman, Moses W.,
 Watts, Charles H.,

Weed, Augustus H.,
Weed, Milton B.,

Weil, August,
Wells, Walter E.,

Wieman, John H.—87.

Three of the Students, enumerated as having left the Academy during the year, became scholars in the National Academies, viz. :

Robert Fletcher and William C. Hess, both of the Junior Class, became cadets at West Point, the former upon the appointment of the Hon. Anson Herrick, and the latter on that of the Hon. John W. Chanler ; while

Robert T. Jasper, of the Junior Class, entered the Naval Academy, also upon the appointment of the Hon. Anson Herrick.

Both these gentlemen had left the appointments to be decided by competitive examinations of young men residing in their respective congressional districts, and pupils in the Ward Schools, or the Free Academy. The same method had been pursued in previous years by the Hon. Messrs. John Kelly, Daniel E. Sickles, and Benjamin Wood. The Faculty are glad of this opportunity to express their gratification with the mode of selection adopted by these gentlemen, since they cannot but feel, that a general adoption of it in every part of our country, would provide our military and naval academies with young men far better qualified than the great majority have hitherto been, and would, therefore, raise the scholarship of both our great national schools, and of our officers on sea and land ; while it would, at the same time, be an additional attraction and opportunity in our system of public education.

We believe that the young men selected will make good students and officers ; and we hope that they will sustain the reputation which the Free Academy enjoys at West Point, in consequence of the scholarship and the soldierly qualities of the lamented General Weed, of Colonel McFarland, of Lieutenant Lydecker, and others of our Students now there as cadets.

Two of the Students named in the list of those who left during the Second Term, the Academy lost by sudden death, the cause being the same in the two cases, viz., accidental drowning.

The young men were Alexander Beck, of the Introductory Class, and George Krieg, Jr., of the Senior Class. Beck, being in the lowest class, was but little known to us ; and intelligent expectations could hardly be formed of his future development. Krieg, who had been with us nearly five years, was a young man of singularly correct deportment, of no ordinary talent, and of much application ; he was very successful in his studies, and had the prospect of a successful life before him. His classmates and teachers alike lament their loss.

The Students graduated at this commencement are :

1. The following, who, having completed a full course with ancient languages, have received the degree of Bachelor of Arts :

Bronson, Robert Donaldson,
Crosby, John Player, Jr.,
Drach, William,
Easton, Peter Zachius,
Friedlander, Leonard (who having
passed the examination in modern
languages, has also received
the degree of Bachelor of Sciences.)
Gilman, Daniel Trimble,
Griffen, Benjamin,
Heisser, William Henry,
Hitchcock, Urban Gillespie,

Hunt, John Sandford,
Knapp, John Augustus,
Lane, William Henry,
Murray, William Maitland,
Penfield, John Benjamin,
Sampson, Francis Asbury,
Schack, Rudolph William,
Sieberg, Wm. Henry J.,
Stitt, John Henry,
Stratford, William,
Tracy, Charles Edward,
Van Arsdale, William Henry.

2. The following, who, having completed a full course with modern languages, have received the degree of Bachelor of Sciences :

Clinch, Edward Sears,
Greene, Albert Terry,
Lyng, Jandine,

Moore, William,
Smith, Charles Henry, Jr.,
Stratford, Thomas.

Upon the recommendation of the Faculty, your Board have also conferred the degree of Bachelor of Arts upon George Krieg, Jr., who, as just related, died during the Second Term.

The addition of this class makes the whole number of our Alumni four hundred (400).

The names of the Students admitted at our last examination are :

Abbe, Robert,	Black, Charles Oscar,
Ackerman, James Henry,	Blodget, Charles William,
Ackerman, Peter David,	Bloomfield, Charles Augustus,
Adams, James Randolph,	Bonner, Isaac Henry,
Albers, Ernest,	Borchers, William Stillwell,
Ames, Richard Hopkins,	Bouchet, Almyre Paul,
Asiel, Benjamin,	Bowne, Sidney, Jr.,
Auger, John August,	Boyce, Richard Henry,
Bach, Robert,	Boyd, Edward,
Baker, Charles Edward,	Brady, James Vincent,
Baker, Clinton Gilbert,	Brinkerhoff, Chas. Rolph Albert,
Baker, George, Jr.,	Brown, Arthur Irwin,
Balfour, Dayton,	Brown, Charles Stelle,
Barber, John Edward,	Brooks, Charles Edward,
Barnette, Gaspar Cisneros,	Bruckman, Charles,
Bathey, Edward,	Buckelew, Joshua Rogers,
Bausher, Edward Richards,	Buckley, William Richard,
Bausher, Wm. Henry,	Burchard, Samuel Dickenson,
Baxter Augustus Clark,	Burdell, Edwin Taylor,
Beattie, Frank,	Burdett, William Asbury,
Beckman, John Townsend,	Butler, Frank Ambrose,
Beekman, Charles William,	Butts, Charles Morford,
Bensel, Edwin Briggs,	Byrne, John,
Bernhard, Abram,	Byrne, Joseph Michael,
Berrien, Peter Woods,	Cardozo, Michael Hart,
Betieman, Christian Henry,	Carey, Henry Westmore,
Bininger, Abraham Meritt, Jr.,	Carpenter, Frank,
Bisbee, Fred. Warren.	Carpenter, Oscar Jefferson,

Carroll, James J.,
 Chester, Wm. Fernandez,
 Christie, Wm. Carroll,
 Church, Edwin A.,
 Clark, Nathan, Jr.,
 Clay, George E.,
 Clements, Henry W.,
 Clements, Samuel Wm.,
 Cohen, Richard,
 Cole, Charles H.,
 Coleman, Asher M.,
 Colman, Warren B.,
 Colwell, James G.,
 Comstock, Fitzgreene,
 Conklin, George N.,
 Couture, Anthony P.,
 Cromwell, Henry M.,
 Crowell, John B.,
 Culbert, Robert B.,
 Curtis, Joseph O.,
 Daly, Daniel,
 Davis, Ansley G.,
 Dayton, Oscar E.,
 Dederick, Edward H.,
 Denman, George P.,
 Derr, John,
 Despard, Henry,
 Ducl, Ashbel,
 Devery, Edwin,
 Dey, Mancius V.,
 Donald, James H.,
 Donlin, Phillip E.,
 Doremus, Charles A.,
 Doremus, David,
 Dow, Augustus F.,
 Doyle, Thomas A.,
 Dyer, Harry M.,
 Dykes, Francis, Jr.,
 Earle, Richard J.,

Eccles, Andrew J.,
 Ecclesine, Joseph B.,
 Eddy, Charles,
 Edwards, George A.,
 Elder, Robert D.,
 Ennever, Thomas C.,
 Ennis, Wm. Henry,
 Faist, Henry,
 Farley, Philip H.,
 Farrell, Joseph,
 Feldheim, Simon,
 Ferris, Frederick,
 Fielitz, Richard H.,
 Finck, Henry D.,
 Finn, Thomas,
 Floyd, Robert M.,
 Flynn, James Wm. W.,
 Forbes, Theodore M.,
 Ford, Thomas I. S.,
 Fox, David,
 Frank, Julius J.,
 Fraser, James H.,
 Freeman, William D.,
 French, Alvah H.,
 Friend, Meyer,
 Fury, Joseph G.,
 Gibbins, John T.,
 Gilbert, Charles A.,
 Gilhooly, William E.,
 Gilmour, Thomas R.,
 Glassford, James N.,
 Goddard, Charles L.,
 Goffe, Charles C.,
 Gogin, John Wm.,
 Goodwin, Frank H.,
 Gordon, John,
 Graham, George W.,
 Griesel, John H.,
 Hadley, Wm. J.,

Hafner, Henry,
 Haight, Harry,
 Haines, George W.,
 Hall, Robert F.,
 Hall, Washington C.,
 Hallett, George H.,
 Hallett, Sylvanus,
 Hampton, William H.,
 Hardy, Thomas F.,
 Harris, Disrael,
 Harrison, Americus A. M.,
 Hartshorn, William A.,
 Hatch, Isaac,
 Hawkins, William A.,
 Haws, Robert T.,
 Hegeman, Peter A.,
 Heineman, Henry N.,
 Hendrickson, Foxman,
 Henry, Jedediah B.,
 Herman, Gustavus,
 Herts, Abram C.,
 Hillier, Edward C.,
 Hine, Charles F.,
 Hoffman, Ferdinand G.,
 Hoffmann, Christian A.,
 Hogarty, John M.,
 Holder, Edward B.,
 Holder, James C.,
 Holmes, William H.,
 Hopper, Isaac A.,
 Horn, Paul E.,
 Horwitz, Otto,
 Hovey, Frank A.,
 Hoxie, James,
 Huntley, Frederick H., Jr.,
 Huxley, Thomas C.,
 Hyde, Russell D.,
 Isaacs, Gilbert L.,
 Jackson, Samuel M.,

Jacobs, Jacob,
 Jakobi, Manuel W.,
 James, Thomas,
 Japha, Solomon E.,
 Jennings, Arthur B.,
 Joy, Jesse C.,
 Joyce, Thomas U.,
 Kahn, Adolph,
 Kahn, Louis,
 Kaft, Dewitt,
 Karrass, Robert O.,
 Keily, Wm. H.,
 Kelly, Francis J.,
 Kelly, Wm. F.,
 Kelsey, Charles B.,
 Kelsey, George O.,
 Kennedy, Charles S.,
 Kennedy, Henry S.,
 Kennedy, Thomas W. B.,
 Keyes, Seth C.,
 Keyser, Job,
 Kinch, Charles A.,
 Kohn, David W.,
 Kohn, Henry N.,
 La Boyteaux, Anthony C.,
 Lane, Robert, Jr.,
 La Roe, James G.,
 Larry, Charles,
 Lauterbach, Isaac,
 Ledwith, James J.,
 Lee, John A.,
 Leonard, William J.,
 Levy, Morris,
 Levy, Simeon,
 Lineback, Charles L.,
 Livingston, Jacob,
 Livingston, Mortimer,
 Livingston, Moses H.,
 Livingston, Wm. S.,

Lloyd, David D.,
 Lockwood, Richard B.,
 Longstreet, Theodore,
 Loring, Herbert A.,
 Luyster, John J.,
 Lyons, Samuel,
 McAdam, Graham,
 McBrien, Wm. G.,
 McCahill, Lawrence,
 McCarty, Richard T.,
 McClure, Frank N.,
 McCormick, Joseph T.,
 McCrea, Wm. G.,
 McDougall, Sidney,
 McGuire, Philip J.,
 McIlroy, Patrick J.,
 McIntire, John R.,
 McKenna, Thomas F.,
 McKibbin, Wm. T.,
 McKinney, John,
 McMahon, Walter H.,
 McMaster, John B.,
 McNamara, Thomas,
 McNeill, William,
 Maloney, James,
 Manley, Jacob C.,
 Manwaring, Wm. M.,
 Marsh, Wm. H.,
 Marston, Edwin S.,
 Marston, Stanhope W., Jr.,
 Martin, John,
 Mather, Charles R.,
 Mathews, William O.,
 Meeks, Frederick,
 Middleton, George C.,
 Miles, Walter V.,
 Miley, John W.,
 Miller, Abram J.,
 Miller, Alfred E.,

Miller, Edwin,
 Miller, Henry, Jr.,
 Mills, Abbott L.,
 Montgomery, John H.,
 Moore Charles A.,
 Moore, John S.,
 Morand, George H.,
 Morgan, Daniel W.,
 Morris, Edward,
 Morris, John H.,
 Morse, William H.,
 Morse, William R.,
 Muller, William F.,
 Mulligan, James H.,
 Mulliken, George C.,
 Murphy, Joseph F.,
 Nafis, Andrew C.,
 Nedham, Thomas S.,
 Neergaard, John W.,
 Neustadt, Otto,
 Newman, Frank R.,
 Newton, Robert A.,
 Newton, William K.,
 Nicholson, Alfred,
 Nussbaum, Solomon,
 O'Brien, John D.,
 Oldenberg, Samuel,
 Olmstead, John H.,
 Paris, Augustus,
 Parker, James J.,
 Peddie, William,
 Pentz, John C.,
 Peterkin, John A.,
 Phillips, Louis G.,
 Pike, Warren C.,
 Porcher, John A.,
 Prevost, Leon A.,
 Price, Simon H.,
 Price, William R.,

Quinn, Joseph F.,
 Radford, John J.,
 Redfield, James H.,
 Redlich, Nathan,
 Reichard, Otto C. F.,
 Reilly, Patrick,
 Rettmer, William,
 Riecks, Henry,
 Ritter, Isaac,
 Rodgers, Henry D.,
 Rogers, Walter C.,
 Romaine, Frank H.,
 Ronnberg, William,
 Rosenfeld, Mortimer,
 Roshore, Abram B.,
 Rothschild, Jacob H.,
 Sales, John R.,
 Sandford, Robert F.,
 Saunders, Frederick W.,
 Schmultz, Justus,
 Schroder, Edward F.,
 Schwalb, William, Jr.,
 Searls, Albert R.,
 Seligman, Abbott L.,
 Shaurman, George A.,
 Shearer, James,
 Shugg, James S.,
 Simmons, Egbert W.,
 Smidt, Allen L.,
 Smith, Albert G.,
 Smith, Boyce,
 Smith, Charles T.,
 Smith, Herbert E.,
 Smith, Samuel S.,
 Sommers, Charles H.,
 Spencer, William T.,
 Springer, Charles M.,
 Springsteen, William H.,
 Stansbury, James W.,

Stein, Alexander I.,
 Stephenson, Stuart A.,
 Sterling, Joseph H.,
 Stern, Benjamin,
 Stern, Isaac,
 Stevens, John E.,
 Stevenson, William J.,
 Stitt, Francis P.,
 St. John, Edward T.,
 Stoiber, Louis,
 Stoning, William A.,
 Stout, Francis A.,
 Strauss, William,
 Sturges, James H.,
 Swan, John, Jr.,
 Swan, Simon,
 Syme, John B.,
 Tappey, Edmund P.,
 Taylor, Samuel R.,
 Thomas, Henry A.,
 Thomas, Percival L.,
 Thomson, Mason, Jr.,
 Thornton, Howard,
 Tiemann, Benjamin F.,
 Tilghman, Robert P.,
 Titus, Frank M.,
 Trotter, William E.,
 Troup, Charles A.,
 Turk, William,
 Turner, Charles W.,
 Varian, Charles J.,
 Walker, Michael P.,
 Walker, William R.,
 Wall, Francis,
 Wallack, Frank J.,
 Waterhouse, Archibald N.,
 Waterman, Moses W.,
 Watson, James M.,
 Wells, Clarence A.,

Wells, Helmus, Jr.,	Williams, Fletcher C.,
Welsh, George A.,	Winship, Charles A.,
Westbrook, Benjamin F.,	Winters, William J.,
Westervelt, Frazee S.,	Wolf, James H.,
White, Thomas R., Jr.,	Wood, Alfred,
Whitley, Jonas E.,	Woolley, Joseph G.,
Whitman, Thomas H.,	Young, George A.,
Whitney, Patrick A.,	Zabriskie, Charles A.,
Wiggins, James J.,	Zacharias, Zacharias,
Wilbur, John E.,	Zebley, John F.,
Wilcox, William H.,	Zipp, Jacob F.,

Of these 152 chose the full course with ancient languages, and 235 chose the full course with modern languages ; 2 chose a partial course including the Latin language, and 1 chose a partial course including the German language.

Believing that, as the entrance-examinations to the Academy have exercised a beneficial influence in aiding to elevate the scholarship of our public schools, both in scope and thoroughness, so they are, by your Board, intended still to exercise this influence, we have prepared tables similar to those embodied in our last report, to exhibit, as correctly as numerical expression may, the attainments of the lads presented for examination.

The following table, then, besides showing the whole number sent by each school, and the number rejected and admitted, gives also the average standing, in the nine subjects of examination, of all applicants from each school, and the standing of last year for comparison. The standing is marked in whole numbers and decimals on a scale of hundred. The enumeration includes the February admissions credited to their respective schools :

Number of School	Ward	Name of Principal.	Number Presented	Number Rejected	Number Admitted	Average Standing this year.	Average Standing last year.
3	9	David Patterson.....	7		7	61.74	71.1
4	13	J. D. Demilt.....	3	1	2	58.14	72.2
9	22	John Jasper, Jr.....	1		1	66.66	70.0
10	15	Hiram M. Sanborn.....	8	2	6	58.61	64.1
11	16	Alonzo Hopper.....	2		2	59.44	90.1
12	7	John H. Fanning.....	9	1	8	66.66	62.6
13	17	Leonard Hazletine.....	4	1	3	58.05	62.3
14	21	Lafayette Olney.....	36		36	70.21	70.9
15	11	N. P. Beers.....	1		1	70.00	66.1
16	9	Arthur Murphy.....	2		2	68.33	
17	22	John D. Robinson.....	16	1	15	{ 68.11 70.51 }	68.0
18	19	Edward P. Worth.....	14	7	7	53.01	66.6
19	17	William Smeaton.....	9	1	8	58.76	64.0
20	10	Alexander Morehouse.....	4		4	73.61	66.5
23	6	William Mullany.....	7	2	5	{ 52.85 61.72 }	58.2
24	6	James M. Sweeny.....	3	1	2	50.74	52.7
28	22	Joseph Finch.....	10	2	8	65.77	55.0
29	1	L. W. Annan.....	1		1	65.55	
32	20	T. Dwight Martin.....	13		13	70.85	67.3.
34	13	H. O. Martin.....	8	1	7	57.08	75.5
35	15	Thomas Hunter.....	146	13	133	64.65	66.9
37	12	John W. Boyce.....	9	1	8	60.61	65.2
39	12	Jacob S. Warner.....	4		4	74.44	75.8
40	18	David B. Scott.....	56	4	52	69.86	72.3
41	9	Thomas F. Harrison.....	4	1	3	61.72	77.5
42	10	J. T. Boyle.....	11		11	69.79	70.6
43	12	Arthur McMullin.....	2		2	69.44	
44	5	William Belden.....	17		17	71.37	80.5
45	20	James H. Partridge.....	8		8	73.33	72.5
49	21	William H. Wood.....	12		12	78.51	78.2
51	22	Edward A. Walsh.....	2		2	61.66	67.2
53	19	H. Williamson.....	3		3	64.44	54.9
55	16	Lemuel H. Waters.....	4	1	3	61.66	67.8†

These schools, taken together, averaged 65.15, as against 66.32 last year.

Of the thirty-three schools represented at our last examination, twenty-four, or twenty-five, had a general average

* One applicant from each of these schools (17 and 23) was absent from the examinations. If these absences be counted as failures, the averages will be the lower numbers; if they be attributed to sickness or other good cause, and thrown out of the account, then the averages will be the higher numbers.

† As School No. 45.

on all the subjects of examination, of over sixty per cent. ; of these eight, or nine, had an average of over seventy per cent., and one of over seventy-five per cent.

The following schools had ten pupils or more admitted at the last examination, and are arranged according to the average standing of their applicants :

School.	Principal.	Vice-Principal.	Number admitted.	Percentage admitted.	Average Standing.
49	W. H. Wood.....	A. B. Holley.....	12	100	78.51
44	W. Belden.....	T. W. Conklin.....	17	100	71.37
32	T. D. Martin.....	J. S. Babcock.....	13	100	70.85
17	J. D. Robinson.....	W. A. E. Davis.....	15	94	70.51
14	L. Olney.....	G. H. Albro.....	36	100	70.21
40	D. B. Scott.....	G. W. Harrison.....	52	93	69.86
42	J. T. Boyle.....	W. T. Graff.....	11	100	69.79
35	T. Hunter.....	C. Gates.....	133	91	64.65

Out of three hundred and ninety Students sent by thirty-three schools, these eight furnished two hundred and eighty-nine.

School	2	in the	7th Ward.....	N. P. Henderson, Principal,
"	5	"	14th "	....M. J. O'Donnell, "
"	7	"	10th "	....S. D. Allison, "
"	21	"	14th "	....John Boyle, "
"	22	"	11th "	....S. W. Merritt, "
"	36	"	11th "	....A. D. Du Bois, "
"	38	"	8th "	....J. Elias Whitehead, "

which sent one or more pupils last year, have sent none this year ; and of those not sending last year, all but

School	16	in the	9th Ward.....	Arthur Murphy, Principal,
"	29	"	1st "	....L. W. Annan, "
"	43	"	12th "	....Arthur McMullin, "

continued this year not to send any pupils.

The following table shows the average mark (in whole numbers and decimals on a scale of ten) obtained, in each of the six subjects enumerated, by all the candidates at the examination just ended. No calculation has been made for Reading, Writing, and Spelling, in which the applicants were very well prepared this year, as, indeed, they have been for several years past. Last year's mark is annexed for comparison :

Subject.	Average mark, 1865.	Average mark, 1864.
Arithmetic.....	6.59	7.1
Algebra.....	5.77	5.8
English Grammar.....	5.96	6.5
Geography.....	6.96	6.2
History of the United States.....	5.89	7.4
Book-keeping.....	4.79	4.9
	5.99	6.31

In order, finally, to give your Board an adequate idea of what knowledge, or what command of knowledge, these figures represent, we subjoin this year's questions in Arithmetic and Geography. The time allowed for answering each paper was an hour and a quarter ; each applicant was served with a printed copy of the questions, and required to answer them in writing. Of the seven questions in Arithmetic, the applicants answered (as shown in the preceding table), on an average, four and a half, and missed two and a half ; of the eight geographical questions, they answered five and a half, and failed on two and a half.

Questions in Arithmetic.

1. Reduce one pound avoirdupois to the decimal of a ton.
2. Find the square root of *one tenth* to three places of decimals.

3. Divide $\frac{14\frac{3}{8}}{3\frac{1}{2}}$ by $\frac{6\frac{3}{4}}{11}$.
4. If \$3.75 will buy $53\frac{4}{7}$ pieces of tape, how much will $125\frac{1}{2}$ pieces cost, at the same rate?
5. Divide *two tenths of a unit* by *four hundredths of a unit*.
6. What is the difference between the Rule of Three direct and the Rule of Three inverse?
7. Explain the difference between Common and Decimal Fractions.

Questions in Geography.

1. What countries border upon the Adriatic sea? the Black sea? the North sea? the Red sea?
2. Name the largest rivers of South America; in what direction, through or between what countries, and into what body of water does each flow? What is the chief tributary of the Amazon from the south?
3. Bound Indiana, Alabama, Rhode Island, Missouri.
4. Give the capitals of Russia, Austria, Belgium, the Presidencies of British East India, Peru, New Hampshire, Ohio, Georgia; and state how each is situated.
5. Through what waters would a ship pass in sailing from Marseilles to San Francisco, by way of Cape Horn? and by way of the Cape of Good Hope? At what large South American ports might she stop on the first voyage, and at what islands of the Pacific Ocean, on the second, to trade or repair?
6. What is a meridian? what a parallel of latitude? How are longitude and latitude reckoned on the surface of the earth?
7. What are the chief exports of the United States, and in what part of the country is each article mainly produced? What do the merchants of the United States chiefly import from England? France? China? Buenos Ayres? the West Indies?
8. Name the chief cities and towns of the state of New York, in the order of their population, and state what railroads pass them, or near them.

During the year now closing, nothing has occurred in the Free Academy to which the Faculty deem it necessary to call the attention of the Board of Education.

Our institution rejoices with the land upon the return of peace, the confirmation of the national unity and power, the destruction of a great national evil and disgrace, and the ennoblement of national thought and character. Our institution feels proud of its many graduates and former students not graduated, who have fought for freedom ; it welcomes back home—for, after their families, it claims a place in their conception of home—those who have escaped the accidents and disease of war ; it mourns those who have fallen in battle and those who have died of wounds received, or sickness contracted in the field. Their memories it will ever cherish. The jewels of the Academy are, as Cornelia's were, her sons ; but among all the brilliants of her coronal, the names of Stephen Weed, Edward K. Wightman, Wm. K. Hallock, Franklin B. Crosby, Charles C. T. Keith, Edward F. Young, Gilbert M. Elliott, and Herman C. Koerner, shine with brightest lustre, adornments of their own and examples for succeeding classes and generations of students. Finally, our institution mourns the death of Abraham Lincoln ; in whose obsequies it took part as a body, being the first time, in its history, that it has appeared in any general public ceremonies.

At the close of the war, we desire, also, to express our recognition of your liberal support, which enabled the Free Academy, like the public schools, to continue, during the past four years, with facilities undiminished in any direction, and increased in several.

While owing to the demands of the armies and of business, as well as to other disturbing influences, which operated upon our whole school system equally, the number of our students decreased for a short time, it is now again increasing, and we hope that it will continue in proportion to the increased wealth and prosperity of the people, and their consequent desire for higher culture. This increased wealth and prosperity

will, we hope, lead your Board to proceed to the erection of a fireproof building for our valuable and growing library, which is already cramped for room, and to provide, at the same time, sufficient accommodations for all the departments of instruction—the recitation and lecture rooms in our present building being small and of inconvenient form.

While asking for these facilities for imparting instruction, we do not forget that above any information or accomplishment which the Academy may impart to its scholars, it is intended to strengthen, ennoble, and refine them ; to give them high aspirations, unselfish motives, pure tastes, broad sympathies, principles of honor and humanity ; so that they may turn from everything dishonest or ignoble, but may hereafter, in private life and in the councils of the city, the state, and the nation, use the mental power acquired in their college course for the happiness of their fellows without distinction.

Therefore, we think the large number admitted annually to the Academy, not only a distinctive feature, but a characteristic one ; characteristic of the popularity or liberality of the system of public education in this great city. We reach young men, and through them families and circles of society that no ordinary college organization could reach. We mean to say that while young men hardly ever enter college without the intention of graduating, while most of them enter with the view of eventually following one of the so-called learned professions, and while those who have not this ulterior purpose belong for the most part to wealthy families, by whom a college residence is considered a good mode of spending some years agreeably, and a college polish and diploma are considered aristocratic ornaments, it is our peculiar boast and usefulness, that, besides those who might go to college if the Academy did not exist—go there at great expense, or as charity scholars—there come to us hundreds of young men, who, but for the Academy, would never have dreamt of getting a superior education, or perhaps never have known what a superior education is. These lads, how-

ever short a time they stay with us, are the ones most benefited, and the city and country through them ; they are our greatest justification. They carry with them the knowledge of something higher and nobler than ordinary school knowledge ; they have a longing for it, and whenever they find an opportunity, they will surely satisfy this longing.

They have not merely that blind respect for learning and the learned which the ignorant have, but that reverent sympathy which study and membership in an institution of learning always give. Hence the results which we accomplish, the permanent influence which we claim to exert upon even those who stay with us only a year or two, could not be accomplished and exerted by having pupils of our common schools pursue the studies now pursued by our lower classes. It is not so much the matter learned as the manner, the spirit, the atmosphere in which it is learned. To study Latin or German grammar, Geometry or Chemistry, History or Architecture, in any school is useful ; yet, to study them where there are hundreds younger, more unrefined, and less thoughtful than the pupils pursuing these subjects, where the main object is to give elementary practical knowledge, where these grammars are the highest studies attainable, has surely an effect and influence upon the students very different from, and vastly inferior to, that produced by the study of the same subjects in an institution of learning, where they are but the introduction to other subjects of deeper interest and sublimer character, where there are libraries, cabinets of natural productions and physical apparatus, and collections of works of art, where the younger lads have daily intercourse with young men pursuing higher branches, and with men whose lives are devoted to art and science, literature and philosophy, where there is a high reputation to be sustained, and where the very halls are suggestive of great intellectual and moral efforts and accomplishments.

We trust and believe, therefore, that your Board will continue to aid the Faculty and the Alumni of the Free

Academy in making its influence felt in the city and land for the highest honor, the broadest and finest culture, the soundest science, and the ablest art ; in causing it to stand a perpetual protest against all low conceptions of the dignity of learning ; and in enabling it to contribute its share towards making New York the centre of American thought, as it is of American commerce, charity, and liberal enterprise.

NEW YORK, *July* 19, 1865.

HORACE WEBSTER, *President.*

G. B. DOGHARTY, *Secretary.*







No. 9.

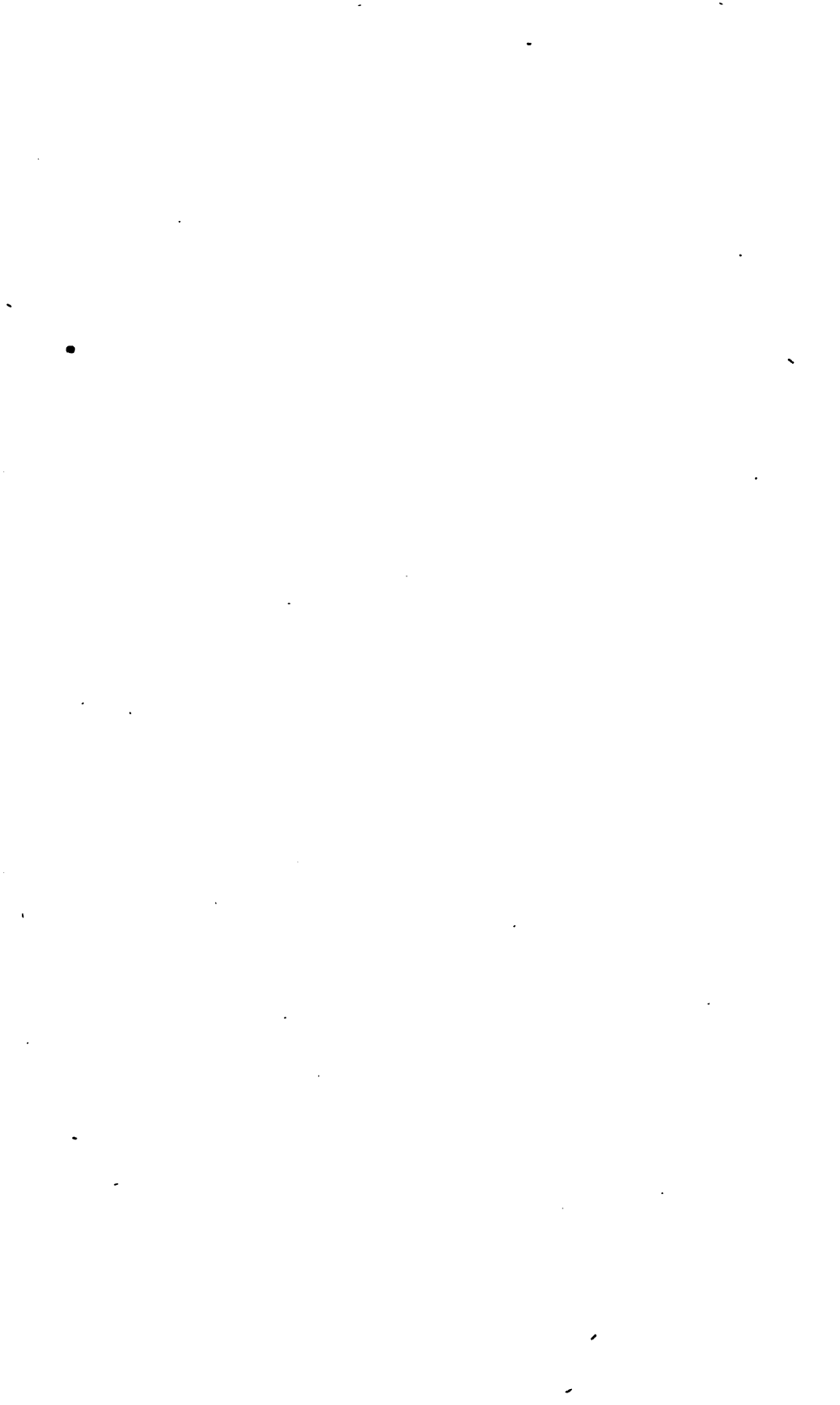
**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

**BOARD OF EDUCATION,
CITY OF NEW YORK, DECEMBER 6, 1865.**

The PRESIDENT laid before the Board a Report from the Engineer of the Board, relative to the Heating and Ventilating Apparatus used in the several school buildings under the control of the Board.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESÉ,
Clerk.



REPORT.

To the Board of Education :

The undersigned, Engineer of the Board, in pursuance of Article 9, Section 3, of the By-Laws, herewith presents in detail an examination of the means by which all of the buildings under the control of the Board are heated, and the degree of temperature attained in each building.

Respectfully submitted,

JOHN DUNHAM,
Engineer.

NEW YORK, *December 6, 1865.*



GRAMMAR SCHOOLS.

SCHOOL NO. 1, IN VANDEWATER STREET, FOURTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters.
Temperature, sixty-five degrees.

SCHOOL NO. 2, IN HENRY STREET, SEVENTH WARD.

Warmed by twenty-eight stoves ; twenty-two burning wood and six coal ; ten on the first floor, ten on the second floor, and eight on the third. *Temperature, seventy degrees.*

SCHOOL NO. 3, CORNER OF HUDSON AND GROVE STREETS,
NINTH WARD.

Warmed by four of Smith & Baker's steam-heaters.
Temperature, sixty-eight degrees.

SCHOOL NO. 4, IN RIVINGTON STREET, NEAR RIDGE, THIRTEENTH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-eight degrees.*

SCHOOL NO. 5, IN MOTT STREET, FOURTEENTH WARD.

Warmed by thirty-one stoves, burning wood : nine on the first floor, six on the second floor, and six on the third floor.
Temperature, sixty-five degrees.

SCHOOL NO. 6, ON RANDALL'S ISLAND, TWELFTH WARD.

Warmed by twelve stoves : first floor, four wood and two coal, and second floor, four wood and two coal. *Temperature, sixty-five degrees.*

SCHOOL NO. 7, IN CHRYSTIE STREET, NEAR HESTER, TENTH WARD.

Warmed by twenty-seven stoves : first floor, eleven wood and two coal ; second floor, six wood and one coal ; third

floor, six wood and one coal. *Temperature, sixty-eight degrees.*

SCHOOL NO. 8, IN GRAND STREET, EIGHTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters. *Temperature, sixty degrees.*

SCHOOL NO. 9, IN EIGHTY-SECOND STREET, WEST OF THE
ELEVENTH AVENUE, TWENTY-SECOND WARD.

Warmed by eight wood stoves, on the first floor. *Temperature, sixty-eight degrees.*

SCHOOL NO. 10, IN WOOSTER STREET, NEAR BLEECKER,
FIFTEENTH WARD.

Warmed by four of Brown & Ellis' hot-water furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 11, IN WEST SEVENTEENTH STREET, NEAR THE
EIGHTH AVENUE, SIXTEENTH WARD.

Warmed by eight hot-air furnaces, and fourteen wood stoves : one of the latter on play-ground, ten on the first floor, and three on the second. *Temperature, sixty-three degrees.*

SCHOOL NO. 12, IN MADISON STREET, NEAR JACKSON, SEVENTH
WARD.

Warmed by twenty-seven wood stoves : eleven on the first floor, eight on the second floor, and eight on the third floor. *Temperature, seventy degrees.*

SCHOOL NO. 13, IN EAST HOUSTON STREET, NEAR NORFOLK,
SEVENTEENTH WARD.

Warmed by thirty-three wood stoves : play-ground, two ; first floor, eleven ; second floor, ten ; third floor, ten. *Temperature, sixty-five degrees.*

SCHOOL NO. 14, IN EAST TWENTY-SEVENTH STREET, NEAR
SECOND AVENUE, TWENTY-FIRST WARD.

Warmed by nine hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 15, IN FIFTH STREET, NEAR AVENUE C, ELEVENTH WARD.

Warmed by six stoves : first floor, one coal ; second floor, one coal and one wood ; third floor, three wood. *Temperature, sixty-five degrees.*

SCHOOL NO. 16, IN WEST THIRTEENTH STREET, NEAR SEVENTH AVENUE, NINTH WARD.

Warmed by four of Gould's steam-heaters. *Temperature, sixty-five degrees.*

SCHOOL NO. 17, IN WEST FORTY-SEVENTH STREET, BETWEEN EIGHTH AND NINTH AVENUES, TWENTY-SECOND WARD.

Warmed by thirty-three stoves : first floor, six wood and four coal ; second floor, eight wood and two coal ; third floor, eleven wood and two coal. *Temperature, seventy degrees.*

SCHOOL NO. 18, IN FIFTY-FIRST STREET, NEAR LEXINGTON AVENUE, NINETEENTH WARD.

Warmed by forty-one stoves, burning wood : first floor, ten ; second floor, ten ; third floor, ten ; fourth floor, eleven.

SCHOOL NO. 19, IN FOURTEENTH STREET, NEAR SECOND AVENUE, SEVENTEENTH WARD.

Warmed by twenty-one stoves : play-ground, one coal stove, and first floor ten wood, and second floor nine wood and one coal stove. *Temperature, seventy degrees.*

SCHOOL NO. 20, IN OHRYSTIE STREET, NEAR DELANCEY, TENTH WARD.

Warmed by eight hot-air furnaces, and four coal stoves on the first floor. *Temperature, seventy degrees.*

SCHOOL NO. 21, IN MARION STREET, NEAR PRINCE, FOURTEENTH WARD.

Warmed by five hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 22, IN STANTON STREET, CORNER OF SHERIFF,
ELEVENTH WARD.

Warmed by twenty-seven stoves : first floor, five wood and four coal ; second floor, seven wood and two coal ; third floor, seven wood and two coal. *Temperature, sixty-five degrees.*

SCHOOL NO. 23, IN CITY HALL PLACE, SIXTH WARD.

Warmed by eighteen stoves : four wood and two coal on each of the three floors. *Temperature, seventy degrees.*

SCHOOL NO. 24, IN ELM STREET, NEAR LEONARD, SIXTH WARD.

Warmed by twenty-three stoves : first floor, six wood and two coal ; second floor, six wood and three coal ; third floor, four wood and two coal. *Temperature, seventy degrees.*

SCHOOL NO. 25, IN OAK STREET, FOURTH WARD.

Warmed by six coal stoves : two on each of the floors. *Temperature, sixty degrees.*

SCHOOL NO. 26.

(This school has been consolidated with No. 1, in the Fourth Ward.)

SCHOOL NO. 27, IN EAST FORTY-SECOND STREET, NEAR THIRD AVENUE, NINETEENTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters, but not tested.

SCHOOL NO. 28, IN FORTIETH STREET, NEAR EIGHTH AVENUE, TWENTY-SECOND WARD.

Warmed by twenty-six coal stoves : first floor, ten ; second floor, eight ; and third floor, eight. *Temperature, fifty degrees.*

SCHOOL NO. 29, NOS. 97 AND 99 GREENWICH STREET, FIRST WARD.

Warmed by two of Tuomey & Elder's steam-heaters. *Temperature, sixty degrees.*

SCHOOL NO. 30, IN BAXTER STREET, NEAR GRAND, FOURTEENTH
WARD.

Warmed by twenty-one coal stoves : first floor, nine ; second floor, six ; and third floor, six. *Temperature, sixty degrees.*

SCHOOL NO. 31, IN MONROE STREET, NEAR MONTGOMERY,
SEVENTH WARD.

Warmed by thirty-two stoves, burning wood : first floor, two ; second floor, ten ; third floor, ten ; and fourth floor, ten. *Temperature, seventy degrees.*

SCHOOL NO. 32, IN THIRTY-FIFTH STREET, NEAR NINTH
AVENUE, TWENTIETH WARD.

Warmed by three of Tuomey & Elder's steam-heaters. *Temperature, sixty-five degrees.*

SCHOOL NO 33, IN TWENTY-EIGHTH STREET, BETWEEN NINTH
AND TENTH AVENUES, TWENTIETH WARD.

Warmed by five of Tuomey & Elder's steam-heaters. *Temperature, sixty-two degrees.*

SCHOOL NO. 34, IN BROOME STREET, BETWEEN SHERIFF AND
WILLETT, THIRTEENTH WARD.

Warmed by three of Gould's hot-water furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 35, IN THIRTEENTH STREET, NEAR SIXTH AVENUE,
FIFTEENTH WARD.

Warmed by two of Gould's steam-heaters. *Temperature, fifty-six degrees.*

SCHOOL NO. 36, IN NINTH STREET, NEAR AVENUE C, ELEVENTH
WARD.

Warmed by thirty-eight stoves : first floor, thirteen wood and two coal ; second floor, nine wood and two coal ; third floor, ten wood and two coal. *Temperature, sixty-five degrees.*

SCHOOL NO. 37, IN EIGHTY-SEVENTH STREET, NEAR FOURTH AVENUE, TWELFTH WARD.

Warmed by twenty-eight stoves, burning wood : first floor, ten ; second floor, nine ; and third floor, nine. *Temperature, sixty-three degrees.*

Smith & Baker's steam-heaters in the building, but not used.

SCHOOL NO. 38, IN CLARKE STREET, NEAR BROOME, EIGHTH WARD.

Warmed by four hot-air furnaces : on the first floor, one coal and three wood stoves ; second floor, one coal and two wood stoves ; third floor, four wood stoves. In the building adjoining, four stoves burning coal : two on the first and two on the second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 39, IN ONE HUNDRED AND TWENTY-FIFTH STREET, BETWEEN SECOND AND THIRD AVENUES, TWELFTH WARD.

Warmed by twenty-seven wood stoves : first floor, ten ; second floor, eight ; and third floor, nine. *Temperature, sixty-five degrees.*

SCHOOL NO. 40, IN TWENTIETH STREET, BETWEEN FIRST AND SECOND AVENUES, EIGHTEENTH WARD.

Warmed by four hot-air furnaces. *Temperature, seventy degrees.*

SCHOOL NO. 41, IN GREENWICH AVENUE, OPPOSITE CHARLES STREET, NINTH WARD.

Warmed by five hot-air furnaces and ten wood stoves : first floor, two stoves ; second floor, three ; third floor, one ; and fourth floor, four. *Temperature, fifty-eight degrees.*

SCHOOL NO. 42, IN ALLEN STREET, NEAR CANAL, TENTH WARD.

Warmed by thirty-two stoves : first floor, twelve wood and two coal ; second floor, eight wood and one coal ; third floor, eight wood and one coal. *Temperature, seventy degrees.*

SCHOOL NO. 43, IN ONE HUNDRED AND TWENTY-NINTH STREET,
NEAR TENTH AVENUE, TWELFTH WARD.

Warmed by fourteen wood stoves : first floor, five ; second floor, three ; and third floor, six. *Temperature, sixty-five degrees.*

SCHOOL NO. 44, CORNER OF NORTH MOORE AND VARICK
STREETS, FIFTH WARD.

Warmed by four hot-water furnaces : three made by Brown & Ellis, and one by Mr. Ellis. *Temperature, sixty degrees.*

SCHOOL NO. 45, IN TWENTY-FOURTH STREET, BETWEEN SEVENTH
AND EIGHTH AVENUES, SIXTEENTH WARD.

Warmed by eight hot-air furnaces, and on the first floor one coal and eight wood stoves ; second floor, four wood and one coal stove. *Temperature, sixty-seven degrees.*

SCHOOL NO. 46, IN ONE HUNDRED AND FIFTY-SIXTH STREET,
CORNER OF BROADWAY, TWELFTH WARD.

Warmed by ten wood stoves : first floor, five ; and second floor, five. *Temperature, seventy degrees.*

SCHOOL NO. 47, IN TWELFTH STREET, BETWEEN BROADWAY
AND UNIVERSITY PLACE, FIFTEENTH WARD.

Warmed by seven hot-air furnaces. *Temperature, sixty-four degrees.*

SCHOOL NO. 48, IN TWENTY-EIGHTH STREET, BETWEEN SIXTH
AND SEVENTH AVENUES, TWENTIETH WARD.

Warmed by nine hot-air furnaces. *Temperature, sixty degrees.*

SCHOOL NO. 49, IN THIRTY-SEVENTH STREET, BETWEEN SECOND
AND THIRD AVENUES, TWENTY-FIRST WARD.

Warmed by ten hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 50, IN EAST TWENTIETH STREET, BETWEEN SECOND AND THIRD AVENUES, EIGHTEENTH WARD.

Warmed by five hot-air furnaces and fourteen coal stoves : two stoves on the third floor of main building and six in each wing. *Temperature, sixty-eight degrees.*

SCHOOL NO. 51, IN FORTY-FOURTH STREET, BETWEEN TENTH AND ELEVENTH AVENUES, TWENTY-SECOND WARD.

Warmed by three of Tuomey & Elder's steam-heaters, and one of Smith's make. *Temperature, sixty degrees.*

SCHOOL NO. 52, IN TWO HUNDRED AND SIXTH STREET, NEAR TUBBY HOOK, TWELFTH WARD.

Warmed by six wood stoves on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 53, IN SEVENTY-NINTH STREET, NEAR THIRD AVENUE, NINETEENTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters : but not tested.

SCHOOL NO. 55, IN WEST TWENTIETH STREET, NEAR SEVENTH AVENUE, SIXTEENTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters : but not tested.

PRIMARY SCHOOLS.

SCHOOL NO. 1, IN LUDLOW STREET, NEAR DELANCEY, TENTH WARD.

Warmed by nineteen wood stoves : first floor, five ; second floor, seven ; and third floor, seven. *Temperature, seventy degrees.*

SCHOOL NO. 2, IN BAYARD STREET, NEAR BAXTER, SIXTH WARD.

Warmed by seven stoves, five wood and two coal : second floor, three ; and fourth floor, four stoves. *Temperature, sixty-five degrees.*

SCHOOL NO. 3, IN CANNON STREET, NEAR STANTON, ELEVENTH WARD.

Warmed by seven wood stoves : four on the first floor, and three on the second. *Temperature, sixty degrees.*

SCHOOL NO. 4, IN ONE HUNDREDTH AND TWENTIETH STREET, BETWEEN SECOND AND THIRD AVENUES, TWELFTH WARD.

Warmed by two wood stoves, on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 5, IN FOURTH STREET, NEAR AVENUE C, ELEVENTH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO. 6, THOMPSON STREET, BETWEEN SPRING AND BROOME, EIGHTH WARD.

Warmed by seven wood stoves : three on the first floor, and four on the second. *Temperature, sixty-five degrees.*

SCHOOL NO. 7, NO. 174 WEST TENTH STREET, NINTH WARD.

Warmed by one of Gould's steam-heaters. *Temperature, sixty-three degrees.*

SCHOOL NO. 8, IN MOTT STREET, NEAR CANAL, SIXTH WARD.

Warmed by fourteen wood and two coal stoves : six on the second floor, and ten on the third. *Temperature, sixty-four degrees.*

SCHOOL NO. 9, NO. 42 FIRST STREET, SEVENTEENTH WARD.

Warmed by two hot-air furnaces, and two coal stoves on second floor. *Temperature, sixty degrees.*

SCHOOL NO. 10, IN CANNON STREET, NEAR BROOME, THIRTEENTH WARD.

Warmed by two of Tuomey & Elder's steam-heaters, but not tested.

SCHOOL NO. 11, NO. 461 GREENWICH STREET, FIFTH WARD.

Warmed by eight wood stoves : five on the second and three on the third floor. *Temperature, seventy degrees.*

SCHOOL NO. 12, IN WEST TWENTIETH STREET, NEAR SEVENTH AVENUE, SIXTEENTH WARD.

Consolidated with Primary Department of Grammar School No. 55.

SCHOOL NO. 13, IN DOWNING STREET, NEAR BLEECKER, NINTH WARD.

Warmed by eight wood stoves : two on the first floor, and six on the second. *Temperature, seventy degrees.*

SCHOOL NO. 14, IN OLIVER STREET, NEAR OAK, FOURTH WARD.

Warmed by two hot-water heaters made by Wethered & Cherevoy. *Temperature, sixty degrees.*

SCHOOL NO. 15, NO. 3 STONE STREET, FIRST WARD.

Warmed by five wood stoves : one on the lower floor, two

on the second, and two on the third. *Temperature, sixty-five degrees.*

SCHOOL NO. 16, CORNER OF TWENTY-THIRD STREET AND SECOND AVENUE, EIGHTEENTH WARD.

Warmed by hot-air, and eight coal stoves on the first and five on the second floor. *Temperature of first floor, fifty-five degrees; and of second floor, sixty-eight degrees.*

SCHOOL NO. 17, CORNER OF FORTY-SECOND STREET AND BROADWAY, TWENTY-SECOND WARD.

Warmed by eight coal stoves on second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 18, WAVERLEY PLACE, NEAR BANK STREET, NINTH WARD.

Warmed by five wood stoves : two on the first, and three on the second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 19, NO. 223 WEST EIGHTEENTH STREET, SIXTEENTH WARD.

Warmed by one hot-air furnace and five wood stoves : two on the first, and three on the second floor. *Temperature, sixty-four degrees.*

SCHOOL NO. 20, IN BROOME STREET, NEAR CLINTON, THIRTEENTH WARD.

Warmed by two hot-air furnaces. *Temperature, sixty-eight degrees.*

SCHOOL NO. 21, IN RIVINGTON STREET, NEAR GOERCK, THIRTEENTH WARD.

Warmed by five wood stoves : three on the first, one on the second, and one on the third floor. *Temperature, seventy degrees.*

SCHOOL NO. 22, CORNER OF NINTH STREET AND FIRST AVENUE, SEVENTEENTH WARD.

Warmed by nineteen wood stoves : eight on the first, and eleven on the second floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 23, IN ELEVENTH STREET, BETWEEN THIRD AND FOURTH AVENUES, SEVENTEENTH WARD.

Warmed by one of Tuomey & Elder's steam-heaters.—
Temperature, seventy degrees.

SCHOOL NO. 24, HORATIO STREET, NEAR HUDSON, NINTH WARD.

Warmed by three of Leed's hot-water heaters, and one hot-air furnace. *Temperature, sixty degrees.*

SCHOOL NO. 25, GREENWICH STREET, BETWEEN CHARLTON AND VANDAM, EIGHTH WARD.

Warmed by eight wood stoves : three on the first floor, and five on the second. *Temperature, sixty degrees.*

SCHOOL NO. 26, IN EAST TWELFTH STREET, NEAR AVENUE B, SEVENTEENTH WARD.

Warmed by three of Gould's steam-heaters. *Temperature of large room, seventy degrees ; and of four class-rooms, fifty degrees.*

SCHOOL NO. 27, IN THIRTY-SEVENTH STREET, NEAR TENTH AVENUE, TWENTIETH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-two degrees.*

SCHOOL NO. 28, CORNER OF TWENTY-THIRD STREET AND SECOND AVENUE, EIGHTEENTH WARD.

Warmed by hot-air, and eight coal stoves, three on the first and five on the second floor. *Temperature of first floor, fifty-five degrees ; and of second floor, sixty-eight degrees.*

SCHOOL NO. 29, IN NINETEENTH STREET, BETWEEN FIRST AVENUE AND AVENUE A, EIGHTEENTH WARD.

Warmed by nineteen wood stoves : one in the lower hall, and six on the first floor, and twelve on the second. *Temperature, seventy degrees.*

SCHOOL NO. 30, WARD'S ISLAND, TWELFTH WARD.

Warmed by two coal stoves, on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 31, IN SECOND STREET, NEAR AVENUE C, ELEVENTH WARD.

Warmed by two wood stoves : one on the first and one on the second floor. *Temperature, sixty-four degrees.*

SCHOOL NO. 32, IN ONE HUNDRED AND EIGHTY-SIXTH STREET, NEAR THE KINGSBRIDGE ROAD, TWELFTH WARD.

Warmed by six wood stoves, on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 33, IN VARICK STREET, NEAR CANAL, FIFTH WARD.

Warmed by one hot-air furnace ; on second floor, two grates ; and on third floor, two grates and one coal stove. *Temperature, fifty degrees.*

SCHOOL NO. 34, IN PEARL STREET, NEAR BEEKMAN, SECOND WARD.

Warmed by one of Smith & Baker's steam-heaters, and one coal stove on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 35, IN SIXTY-SEVENTH STREET, NEAR BROADWAY, TWENTY-SECOND WARD.

Warmed by three wood stoves, on the first floor. *Temperature, sixty-five degrees.*

SCHOOL NO. 36, IN MONROE STREET, NEAR PIKE, SEVENTH WARD.

Warmed by one of Tuomey & Elder's steam-heaters. *Temperature, sixty-five degrees.*

SCHOOL NO. 37, NOS. 40 AND 42 ROBINSON STREET, THIRD WARD.

Warmed by six stoves : first floor, one coal ; second floor, two wood ; and third floor, two wood and one coal. *Temperature, sixty degrees.*

SCHOOL NO 38, NOS. 42 AND 44 TRINITY PLACE, FIRST WARD.

Warmed by one of Smith & Baker's steam-heaters. *Temperature, sixty degrees.*

SCHOOL NO. 39, IN SEVENTH STREET, BETWEEN AVENUES B AND C, ELEVENTH WARD.

Warmed by four hot-air furnaces. *Temperature, sixty-five degrees.*

SCHOOL NO 40, IN FIFTY-THIRD STREET, BETWEEN BROADWAY AND EIGHTH AVENUE, TWENTY-SECOND WARD.

Warmed by eleven stoves : first floor, two coal and two wood ; second floor, three coal and two wood ; third floor, two wood. *Temperature, sixty-five degrees.*

SCHOOL NO. 41, IN TENTH AVENUE, CORNER OF ONE HUNDRED AND FOURTH STREET, TWELFTH WARD.

Warmed by three of Gould's steam-heaters. *Temperature, sixty-five degrees.*

COLORED GRAMMAR SCHOOLS.

SCHOOL NO. 1, IN MULBERRY STREET, BETWEEN GRAND AND
HESTER, FOURTEENTH WARD.

Warmed by thirteen wood stoves : seven on the first floor,
and six on the second. *Temperature, sixty degrees.*

SCHOOL NO. 2, LAURENS STREET, NEAR BROOME, EIGHTH WARD.

Warmed by fourteen wood stoves : basement, four ; first
floor, five ; and second floor, five. *Temperature, sixty-two
degrees.*

SCHOOL NO. 4, ONE HUNDRED AND TWENTIETH STREET, NEAR
FOURTH AVENUE, TWELFTH WARD.

Warmed by two wood stoves, on the first floor. *Tempera-
ture, sixty-two degrees.*

SCHOOL NO. 5, NO. 147 FRANKLIN STREET, FIFTH WARD.

Warmed by three coal stoves : one on each floor. *Tempe-
rature, sixty-eight degrees.*

SCHOOL NO. 6, NO. 1325 BROADWAY, TWENTIETH WARD.

Warmed by four coal stoves : first floor, one ; second floor,
two ; and third floor, one. *Temperature, sixty-five degrees.*

SCHOOL NO. 7, NO. 98 WEST SEVENTEENTH STREET, SIXTEENTH
WARD.

Warmed by seven wood stoves ; five on the first and two
on the second floor. *Temperature, seventy degrees.*

COLORED PRIMARY SCHOOLS.

SCHOOL NO. 2, IN SECOND STREET, NEAR AVENUE C. ELEVENTH WARD.

Warmed by two wood stoves : one on the first and one on the second floor. *Temperature, sixty-five degrees.*

FREE ACADEMY, CORNER OF LEXINGTON AVENUE AND TWENTY-THIRD STREET.

Warmed by eight hot-air furnaces. *Temperature, seventy degrees.*

No. 10.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

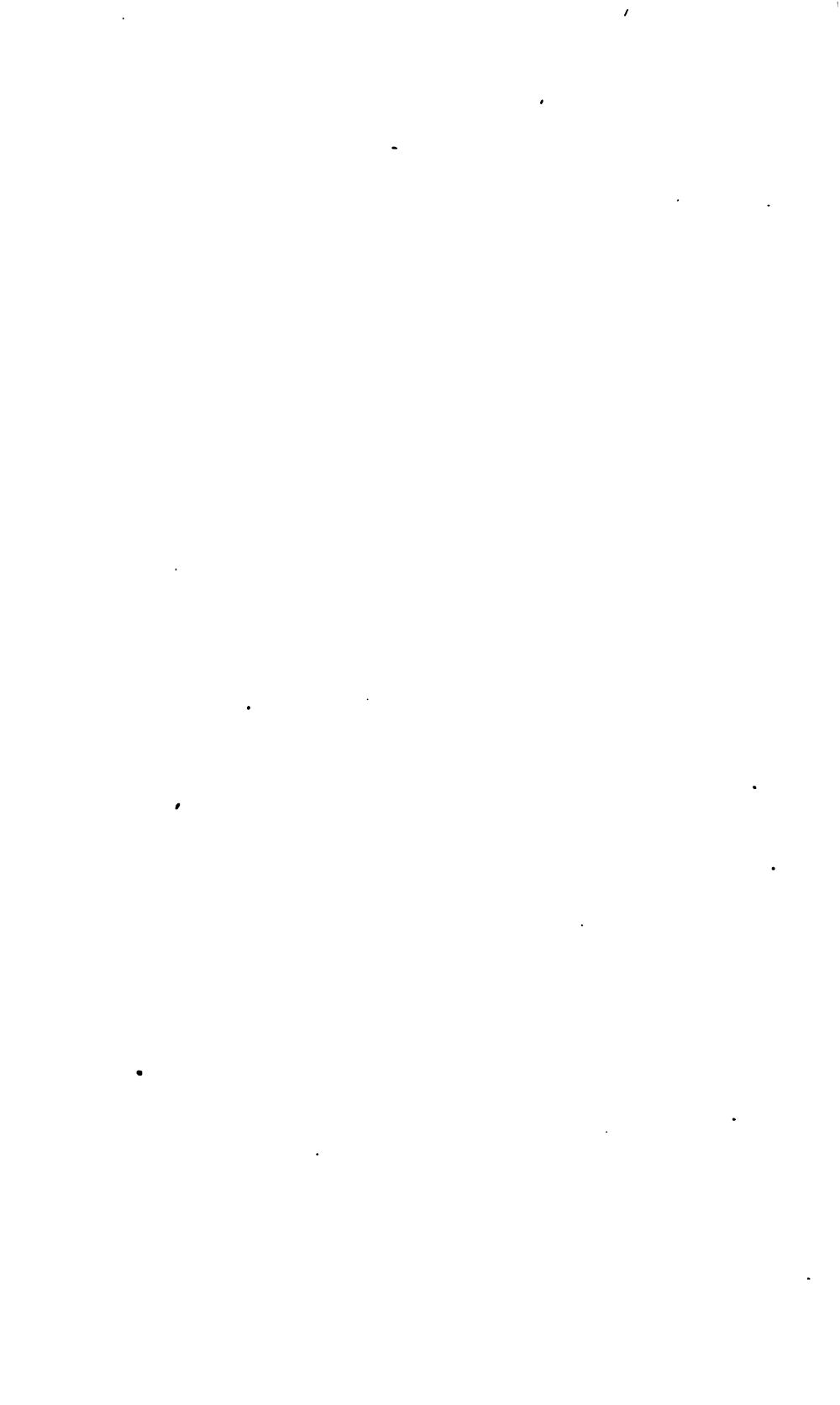
BOARD OF EDUCATION,

CITY OF NEW YORK, DECEMBER 6, 1865.

CITY OF NEW YORK, DECEMBER 6, 1865.

The **PRESIDENT** laid before the Board a Report from the Superintendent of School Buildings, relative to the safety and general condition, as to repairs, &c., of all the buildings under the control of the Board.

Ordered, *That said Report be laid on the table and printed.*



REPORT.

To the Board of Education :

The Superintendent of School Buildings, in pursuance of Article 9, Section 37, of the By-Laws, herewith presents a report of an examination of all the buildings under the control of the Board, in reference to their safety and general condition as to repairs, &c.

Respectfully submitted,

AMNON MACVEY,
Superintendent of School Buildings.

NEW YORK, *December 6, 1865.*

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CONDITION OF SCHOOL BUILDINGS.

FIRST WARD—

Grammar School-House No. 29 is in good order. Primary School-House No. 15 requires alterations and repairs.

SECOND WARD—

Primary School-House No. 34 is old, but in good order.

THIRD WARD—

Primary School-House No. 37 is old, but in good order.

FOURTH WARD—

Grammar School-House No. 1, and Primary School-House No. 14, are in good order. Primary School-House No. 25 is old, but in good condition.

FIFTH WARD—

Grammar School-House No. 44, and Primary School-Houses Nos. 11 and 33, are all in good order. The last two are old buildings.

SIXTH WARD—

Grammar School-Houses Nos. 23 and 24, and Primary School-Houses Nos. 2 and 8, are all in good order.

SEVENTH WARD—

Grammar School-Houses Nos. 2, 12, and 31, are greatly in need of repairs. Primary School-House No. 36 is a new building, and in good condition.

EIGHTH WARD—

Grammar School-Houses Nos. 8 and 38, and Primary School-Houses Nos. 6 and 25, are all in good order. Colored School-House No. 2 is in a bad condition.

NINTH WARD—

Grammar School-Houses Nos. 3 and 16 are in good order. Grammar School-House No. 41 is in process of being rebuilt. Primary School-Houses Nos. 7, 13, 18, and 24, are in good order ; but Nos. 13 and 18 are old and dilapidated buildings.

TENTH WARD—

Grammar School-Houses Nos. 7, 20, and 42, and Primary School-House No. 1, are all in good condition.

ELEVENTH WARD—

Grammar School-Houses Nos. 15 and 22 are in good order. No. 36 wants altering and repairing. Primary School-Houses Nos. 3, 5, and 39, are in good order. No. 31, and Colored Primary School-House No. 2, are in a bad condition.

TWELFTH WARD—

Grammar School-Houses No. 6, 37, 39, 43, 46, and 52, are all in good order. The furniture in No. 6 wants replenishing. Primary School-House No. 4 is old and in a bad condition. No. 30 (on Ward's Island) and No. 32 are in good order. Colored School No. 4 is in a good condition.

THIRTEENTH WARD—

Grammar School-Houses Nos. 4 and 34, and Primary School-Houses Nos. 10 and 20, are in good order.

FOURTEENTH WARD—

Grammar School-Houses Nos. 5, 21, and 30, and Colored School-House No. 1, are all in good order.

FIFTEENTH WARD—

Grammar School-Houses Nos. 10, 35, and 47, are all in good condition.

SIXTEENTH WARD—

Grammar School-Houses Nos. 11, 45, and 55, Primary School-House No. 19, and Colored School-House No. 7, are all in good order.

SEVENTEENTH WARD—

Grammar School-Houses Nos. 13 and 19, and Primary School-Houses Nos. 9, 22, 23, and 26, are in good condition.

EIGHTEENTH WARD—

Grammar School-Houses Nos. 40 and 50, and Primary School-House No. 29, are in good order. Primary Schools Nos. 16 and 28, now held in the Demilt Dispensary, are to be removed to the old Grammar School-House No. 40, which is in a fair condition.

NINETEENTH WARD—

The interior of Grammar School-House No. 18 wants remodelling. The yard, fences, flagging, and inside walls of No. 27 want repairing. Grammar School-House No. 53 is in good order.

TWENTIETH WARD—

Grammar School-Houses Nos. 32 and 33 are in good order. The inside walls and wood-work of No. 48 need painting. Primary School-House No. 27

TWENTY-FIRST WARD—

Grammar School-Houses Nos. 14 and 49 are in good order.

TWENTY-SECOND WARD—

Grammar School-House No. 9 is old and dilapidated.

No. 17 is in good order. The inside walls and roof of No. 28 require painting, and the sidewalks and ceiling need repairs. Primary School-House No. 17 is in good order. No. 35 is old and dilapidated, and unsuitable for school purposes. No. 40 is in good order.

ANNUAL REPORT

OF THE

CITY SUPERINTENDENT OF SCHOOLS

TO THE

-BOARD OF EDUCATION

OF THE

City of New York,

FOR THE YEAR ENDING DECEMBER 31, 1865.

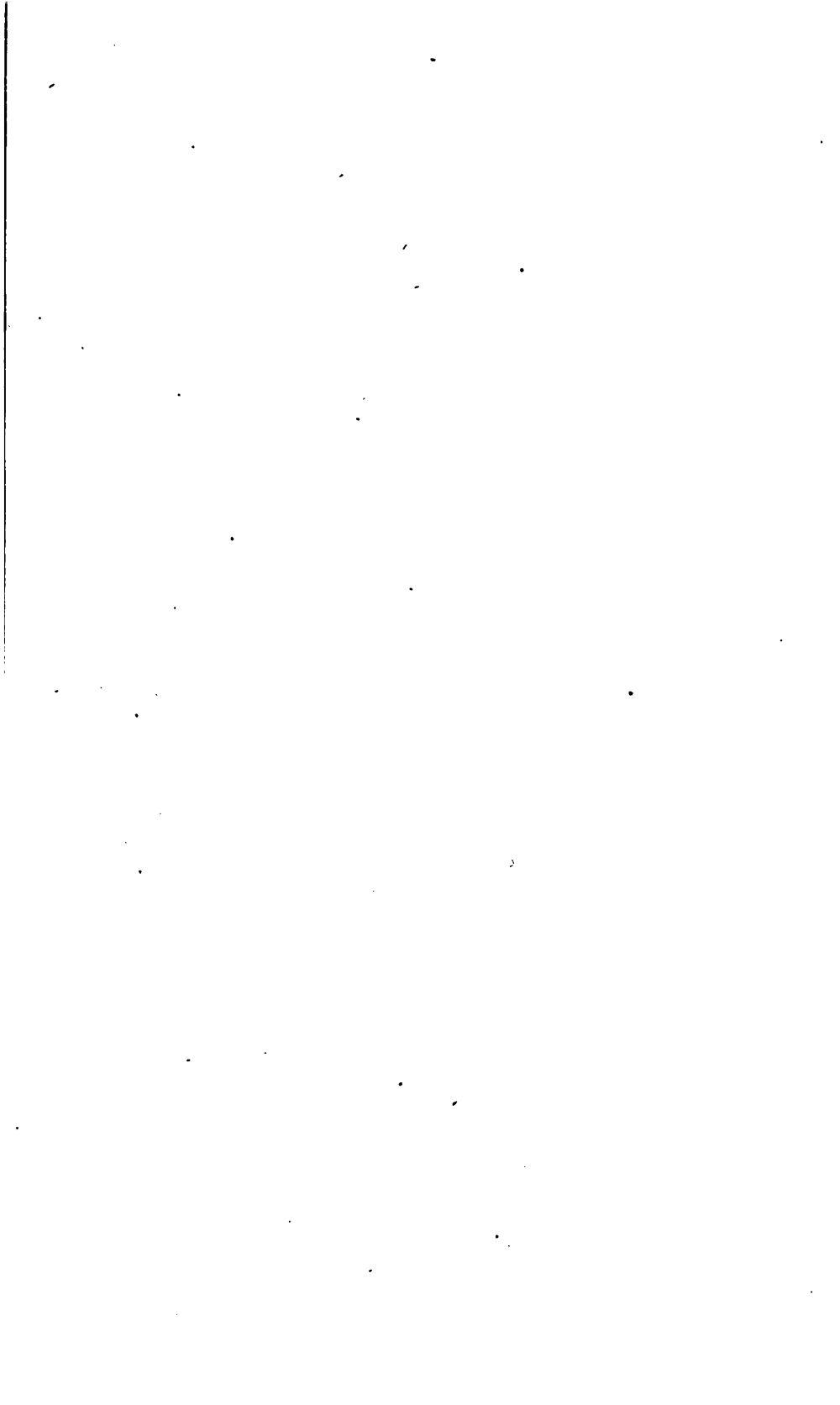


New York:

C. S. WESTCOTT & CO., PRINTERS,

No. 79 JOHN STREET.

1866.



REPORT OF THE CITY SUPERINTENDENT.

CITY SUPERINTENDENT'S OFFICE,
New York, December 27, 1865.

To the Honorable the Board of Education :

In the discharge of the duty imposed upon me by law and the rules and regulations of the Board, I avail myself of the occasion to mingle my congratulations with those of our fellow-citizens on the successful termination of the desolating war which during the past four years has swept over our nation, and on the happy restoration of tranquillity and peace throughout the land. Although at no period of the civil strife, now so happily ended, have the interests of our public schools suffered any appreciable injury, so far as their organization, support, and systematic operations, were concerned ; the shock of contending hosts, the gathering of mighty armies, the incessant excitement of the public mind, and the deep and pervading interest in the progress and results of the great conflict, were no less powerfully felt in these institutions than in every other department of society. The closing scenes of this terrible warfare—the magnificent victory achieved by the nation over those who had defied its power and authority—the tragical death of the Chief Magistrate, the universal grief and sympathy which pervaded the land, and the rapid succession of great events treading close upon each other and culminating in the complete vindication of the sovereignty of the nation—these memorable incidents, passing around and before the pupils and teachers, like a grand historical panorama, could scarcely fail of impressing themselves permanently upon their minds and hearts.

Looking back upon the events of the last five years, and forward to the complete adjustment of the great principles involved in the result, and to the consequences which may naturally be expected to flow from the settlement of the various disturbing questions agitated during the past half century, how forcibly should we be impressed with the importance and indispensable necessity of a thorough mental and moral culture of the youth of our land! Not only of those now in our public and private schools of every description, who, in a few short years, are, by their votes, to determine the direction, and, by their abilities and influence, the administration of public affairs—who are to dispense justice, as jurymen and magistrates, guide its determinations as witnesses and execute its behests as officers—and to fill the various responsible posts required in the complicated machinery of government, but those who, excluded by their sex from these duties and responsibilities, are nevertheless destined to exert a powerful influence upon their direction and success. And not alone these: but of the thousands and tens of thousands who, now exposed, in our midst, without mental or moral culture, to all the temptations to vice and crime, and to all the perils of poverty and suffering, will, in the absence of such timely culture, assuredly, within no long period, effectually paralyze the exertions of the wise and good and fatally blast the fairest prospects of society and government! This is the great work confided to our charge; and to the utmost extent of the means and influences placed at our disposal, or in any way attainable by our exertions, are we solemnly responsible for its faithful performance.

But this is not all. The sole object of all government is to enable every individual under its protection, quietly and peacefully to pursue whatever avocation he may select, in the full and undisturbed enjoyment of personal security and equal rights with every other member of society. Thus protected by the strong arm of the law, it is incumbent upon him, while securing and promoting his own individual interest, to

aid, to the extent of his power, in the development and expansion of the resources, mental, moral, and material, of the community to which he belongs. And to enable him to do this, in the most efficient manner, he must be thoroughly instructed in all the branches of science which pertain to the material interests and the moral well-being of society and government. The more completely he has mastered the fundamental principles and practical application of these various sciences—mathematical, mechanical, chemical, mineral, agricultural, commercial, political and literary—the greater will be his power to contribute to the advancement of the common welfare and the augmentation of the common stock of science. The greater the diffusion of scientific and practical knowledge, accompanied with moral worth, the more extended and more general will be the elevation and improvement, the prosperity and happiness of all classes. The greater the command obtained, through the resources of science and the skill of art, over the innumerable powerful but hidden agencies of nature, the more of leisure will be secured from the drudgery of labor, for the enjoyment of all, and for the further increase of knowledge, power, and wealth, among all.

These are the duties and obligations specially incumbent upon the administrators of our public school system ; and upon the efficiency and fidelity of their discharge, will depend the highest interests of our future civilization.

The common school system of the city of New York is unrivalled in its extent, in its operations, and in its means. It professes free instruction from the elementary principles of knowledge through the highest branches of a collegiate course to every child residing in the city between the ages of four and twenty-one, who can obtain admission into its two hundred spacious schools. It furnishes books, stationery, and apparatus of every description, without charge to parent or pupil. It expends nearly two and a half millions of dollars annually in the support of the various schools under its charge, in the purchase of sites and the erection of buildings, and in the

supervision and management of the details of the system. It has in its employ over two thousand five hundred teachers, to whom is annually paid an aggregate sum of about one million three hundred thousand dollars, and in its schools during the year more than two hundred thousand children, with an average daily attendance of about half that number. It has since its first organization invested in the purchase of sites and the erection of school buildings upwards of two millions three hundred thousand dollars; and it keeps in operation during four months of each year forty-eight Evening Schools for the instruction of those whose avocations prevent their attendance in the day schools. It is annually adding to its accommodations for instruction, to the extent of the means placed at its disposal. Its course of instruction is thorough, and, as far as possible, practicable. It recognizes no distinctions of wealth, station, or religion; but dispenses its advantages equally to all, of every class. Its discipline is mild and parental, but firm and impartial; and the scholarship of its pupils, equal, in all respects, in the various branches included within its course, to that of any public or private institution in the land. If, by any possibility, it could be so extended as to embrace within its jurisdiction every private and corporate school within the city, every scholastic advantage now attainable in these institutions, would be amply secured, at no other expense than the increased per-centage of taxation rendered necessary by the increased expenditure upon all the taxable property of the city. As it is, that portion of our citizens who educate their children in private and corporate schools not within the jurisdiction of the Board, are contributing their share of the expenses of the public schools, and paying an extra sum in addition for private tuition, of no higher quality, to say the least, than might be obtained in the former.

While, however, parents and guardians should be left entirely free to place their children and wards under such tuition as they may respectively prefer, it seems the imperative duty of the community, in its corporate capacity, in the

interests of its own safety, and for the security of its own immunity from danger, to provide for and *insist upon* the instruction and education of all those who, from whatever circumstances of poverty, destitution, ignorance, or vice, are wholly or chiefly debarred from receiving any instruction whatever. From these neglected children, roaming our streets from morning to midnight, without apparent occupation or any visible means of support, are mustered, in due time, the hardened ranks of the "dangerous classes" at all times hovering around the highways and byways of the metropolis—adepts in every species of villany and crime—and requiring an annual expenditure for the protection of the community against their aggressions, and for their arrest, trial, conviction, and punishment, of more than ten times the amount which it would cost in affording them all the requisite facilities for a good education, and compelling them to avail themselves of those facilities. In the one case, moreover, the expenditure, when made, is wholly unproductive—just so much capital wholly withdrawn from the pockets of the taxpayers—inasmuch as while they are protected temporarily from the lawless incursions of the detected criminals, they are still equally and at all times exposed to the ravages of countless others thronging forward to fill the broken ranks. In the other, the expenditure is continually reproductive—coming back to the community in the shape of orderly, intelligent, industrious, productive workers—adding to its wealth, and cutting off the supply from the ranks of its invaders.

CONDITION OF THE SCHOOLS.

The aggregate number of pupils who have been taught during the year ending on the 30th of September last, in the several schools under the charge of the Board, including the Grammar, Primary, Colored, Evening, Normal, and Corporate Schools and Free Academy, was 216,955, being an increase of 12,474 over the number reported during the preceding year.

The actual average daily attendance during the period the schools were respectively kept open was 91,002, exclusive of that of the Free Academy estimated at five hundred, showing an increase of 5,235 over the corresponding attendance of the preceding year.

The whole number taught during the year reported, in the several Grammar and Primary including the Colored Schools, was 178,102, being an increase of 4,385 over the preceding year. The average attendance during the same period was 74,106 or 2,697 over the preceding year.

The number under instruction during the year reported in the several Corporate Schools, participating in the distribution of the funds of the Board, was 13,440, with an average attendance of 5,183; showing an increase over the preceding year of 1,597 pupils and of 709 in average attendance.

GRAMMAR SCHOOLS.

There are, exclusive of the Colored Schools, forty-nine Grammar Schools for boys and forty-seven for girls—the former having had under instruction during the year reported, an aggregate number of 28,927, with an average daily attendance of 13,718; and the latter an aggregate number of 26,047, with an average attendance of 11,979, making in both 54,984 pupils during the year, with an average attendance of 25,697. The increase in the whole number taught in these departments, during the year, was 2,215, and in the average attendance 1,022.

PRIMARY DEPARTMENTS AND SCHOOLS.

In the several Primary Departments of the Grammar Schools above enumerated, there have been under instruction during the year reported, 82,903 pupils, and in the several Primary Schools unconnected with the Grammar Schools 38,141, making an aggregate of 121,044, and showing an increase of 5,215 over the preceding year. The average attendance in both classes of these schools, was 47,617, or an increase of 1,685.

COLORED SCHOOLS.

The whole number of pupils attending these Schools during the year reported was 2,074, being 161 less than the attendance of the preceding year. The average attendance was 792, or an increase of twenty-three over last year. The scholarship of this class of schools has very considerably deteriorated during the past year; forty per cent. only of the whole number of classes having passed a satisfactory examination. There are six schools now in operation, in different sections of the city, the largest of which (No. 2 in Laurens street), has an average attendance of 122 in the Grammar and 127 in the Primary Department; No. 1 of 175 in all, No. 4 of 13, No. 6 of 116, No. 7 of 131, and Primary Nos. 2 and 3 of 41 pupils. No. 5, in the Fifth Ward, with an average attendance of 65 during the past year, has already been discontinued, and a still further consolidation with a judicious selection and assignment of teachers, would, in my judgment, prove beneficial. The Normal School for colored teachers, under the charge of Mr. Reason, is exerting a good influence in this direction.

The following abstract will present a summary of the average attendance and whole number taught during the year, reported in the several schools under the charge of the Board :

SCHOOLS.	AVERAGE ATTENDANCE.	WHOLE NO. TAUGHT.
Boys' Grammar Schools.....	13,718	28,937
Girls' Grammar Schools.....	11,979	26,047
Primary Departments.....	32,423	82,908
Primary Schools.....	15,194	38,141
Colored Schools.....	792	2,074
Male Evening Schools.....	7,079	17,007
Female Evening Schools.....	4,408	7,049
Free Academy (estimated).....	500	788
Normal Schools.....	226	569
Corporate schools.....	5,183	13,440
Total.....	91,502	216,955

EVENING SCHOOLS.

There were forty-eight Evening Schools in operation during a period of eighteen weeks, from the first Monday in October, 1864, terminating early in February last; of which twenty-four were for the instruction of males, twenty-two for females, and two for colored pupils of both sexes. The whole number of male pupils in attendance during the term was 17,007, with an average attendance of 7,079; and the aggregate number of female pupils was 7,049, with an average attendance of 4,408; making a total of 24,056 on register, and an average attendance of 11,487.

It will be apparent, from this statement, that, even if an average number of seven thousand male pupils require twenty-four schools for their accommodation and instruction, an average attendance of forty-four hundred female pupils cannot require twenty-two. For the purpose, however, of ascertaining the number of schools of this class actually required for those who really avail themselves of their advantages for any period beyond the first two or three weeks, it is only necessary to refer to the semi-monthly reports officially made to this Department, from which it will be seen that of the 14,489 pupils on register in the Male Departments of the Evening Schools for the term ending in February, 1864, 4,836 had attended less than one month, and that about one fifth of the female pupils, were in the same category. Deducting therefore from the register number of pupils, some six thousand who are only occasionally present at lectures, exhibitions, &c., many of whom pass from one school to another for purposes of amusement or mischief, and who ought not for any practical purposes of the schools to be regarded as pupils, it is very evident that a much less number of schools, properly distributed, would amply suffice for the instruction of the remainder.

I therefore respectfully renew the recommendation heretofore made by me in a special communication to the Board in

September last, that prior to the admission of any pupil to these schools, satisfactory assurances should be required, either from parents, guardians, employers, or in the case of adults from the pupils themselves, that it is their intention in good faith, to avail themselves of the instruction afforded, for as long a period as their circumstances and employments will permit, and submit in all things to the rules, regulations, and discipline of the schools. The by-laws of the Board prohibiting the admission either of pupils who are in actual attendance on the day-schools, or whose avocations do not preclude such attendance, should be rigidly enforced.

The employment of female teachers in the Male Evening Schools, should, in my judgment, as a general rule, be strongly discountenanced by those officers to whom is intrusted the power of selection and assignment, as well as by the Board of Education, who are required to confirm the nominations presented. This class of teachers, however well qualified for the instruction and discipline of classes in the Primary and Female Departments, or even of the lower classes of the Male Departments of the Grammar Schools, are not, with few exceptions, adapted to the peculiar work required in the Male Evening Schools; and are, not infrequently, exposed to indignities and coarse vulgarities highly repulsive to every delicate mind, and to which they never should be subjected, while a competent supply of male teachers, of sufficient ability, promptly to repress all such manifestations, can at all times, by the offer of proper inducements, be obtained.

Additional observation and experience have only strengthened the conviction heretofore repeatedly expressed, that a single term of the Evening Schools, terminating at the holidays, with a sufficient supply of well-qualified teachers, especially adapted to the required work of instruction, and so arranged that none but those who are desirous of availing themselves in good faith of the advantages which they afford, should be admitted, would accomplish the greatest practical amount of good in this department of our system. If, to the requisite

number of schools judiciously distributed, for the ordinary objects of Evening School instruction, could be superadded one or two schools of a higher grade, favorably located, into which the most advanced pupils could be promoted, and where a course of instruction similar to that now in operation at the Cooper Institute could be furnished, embracing the higher mathematics, engineering, and surveying, the mechanical laws and their practical application, book-keeping, etc.—to be continued for an additional term of six or eight weeks—a very powerful incentive would be afforded to a large portion of our laboring population who, at present, find no sufficient inducements to enter or to remain in the schools as now organized.

I can conceive of no agency within the compass of our educational system, capable of securing more valuable results to a class of our fellow-citizens precluded by their occupations from daily instruction, than these Evening Schools, properly organized and judiciously conducted. In view of the heavy expenditures which are annually incurred for their support by the Board of Education, these results ought, certainly, to be obtained to a much greater extent than has heretofore been the case. Having pointed out such of the features of the existing system as seem to me, susceptible of improvement, and indicated some of its most prominent deficiencies, I respectfully invoke such action by the Board, as in their judgment, may most effectually contribute to the best interests of this important portion of our system of public instruction.

Those portions of the accompanying reports of Assistant Superintendents Kiddle, Jones, and Calkins, which relate to this subject, and which are the result of their visitations and examinations of these schools, under my instructions, are respectfully commended to the consideration of the Board, in this connection.

EXAMINATIONS.

The annual examinations of the several Grammar and Primary Schools, for the year ending on the 31st of July last, were

commenced on the first day of November, and concluded about the middle of July, embracing a period of eight and a half months—the Superintendent and three Assistants having been constantly engaged in the work each school-day, with the exception of one in each week, devoted to the examination of teachers by Assistant Superintendent Kiddle, and myself. Ninety-six Grammar Schools with 755 classes comprising an aggregate of 22,000 pupils, and ninety Primary Departments and Primary Schools, with about 900 classes and 40,000 pupils, were embraced in this course of examination—making an aggregate of 186 schools, with 1,655 classes and 62,000 pupils, exclusive of the ten Corporate Schools which were subsequently visited and examined.

In the forty-eight Grammar Schools for boys (exclusive of the Colored Schools) of 375 classes comprising 11,174 pupils, 130 classes or nearly thirty-five per cent. passed an excellent, 111 a good, 83 a fair, and 51 a poor examination.

In the forty-five Grammar Schools for girls, of 366 classes, comprising 10,589 pupils, 211 classes or nearly sixty per cent. passed an excellent, 97 a good, 37 a fair, and 21 a poor examination.

In the eighty-seven Primary Departments and Schools, of 887 classes comprising 40,000 pupils, 507 classes, or fifty-seven per cent. passed an excellent, 279 a good, 88 a fair, and 13 only, a poor examination.

In the six Colored Schools of every grade, of 40 classes, comprising 660 pupils, 3 classes only passed an excellent, 13 a good, 15 a fair, and 9 a poor examination. This class of schools has been gradually but steadily retrograding in scholarship for several years past, mainly from irregularity of attendance of the pupils and absence of interest on the part of parents.

RECAPITULATION.

Whole number of schools examined	186
“ “ of pupils examined	62,414
“ “ of classes examined	1,668
“ “ of excellent classes	851 or 51 per cent.
“ “ of good classes	500 or 30 “
“ “ of fair classes	223 or 13 “
“ “ of poor classes.....	94 or 6 “

The per-centage of excellent classes in the year preceding (1864) was fifty-two—of good classes thirty-three—fair twelve, and poor three—and that of 1863, as far as ascertained, varied but slightly from a similar result. Of the whole number of classes examined, therefore it will be seen that *eighty* per cent. have for a series of years passed either an *excellent* or a *good* examination, while only about twenty per cent have fallen below the standard of scholarship, which was reasonably to be expected.

NORMAL SCHOOL FOR GIRLS.

This institution, under the charge of Assistant Superintendent Kiddle, is rapidly and efficiently accomplishing the work for which it was designed, in the advancement of the scholarship and grade of such of the teachers of our public schools, as are availing themselves of its facilities, and in conferring upon them a more thorough knowledge of the art and science of instruction. It is to be regretted, however, that the attendance upon its course is confined to a very small proportion—less than one sixth—of the whole number of female teachers employed. Its capacity for usefulness is thus seriously impaired; and the opportunities afforded by its means for that thorough training of the great mass of our teachers, in the principles and practice of their profession, which is so essential to the attainment to the highest degree of success to an unpardonable extent, neglected or unappreciated. This unpromising state of things, it is to be apprehended, can be effect-

ually remedied, in the future, only by the organization of a Daily Normal School, for the instruction of those young ladies, graduates of our Female Grammar Schools, or others who design to become teachers, or by the annexation of such a department, to any institution that may hereafter be organized as a High School or Free Academy for girls.

HIGH SCHOOL FOR GIRLS.

Undiscouraged by the failure, during the past eleven years, to secure the favorable consideration of the Board in behalf of the annual recommendations of this Department for the organization of a Free Academy or High School for Girls, I venture, respectfully, but earnestly, to renew that recommendation. Every consideration of policy, expediency, justice, and good faith, seem to me imperatively to demand that some adequate provision be made to afford to such of the female pupils of our public schools as have completed the course of instruction prescribed in those institutions, suitable facilities for pursuing those higher branches which at present can only be obtained in private or corporate institutions, at a heavy and frequently burdensome expense. Such an institution has already been provided and liberally endowed for the higher education of our boys; and ample authority has been given by law to create a similar institution for girls; but for twelve years past every effort in that direction has proved unavailing. The journals and documents of the Board during the whole of that long period will show that the proposition has been fully and ably discussed by successive Committees of the Board, and that in nearly every instance, favorable reports have been submitted, which, however, for some reason, failed to secure any definitive action. In the meantime, it has been found necessary for several years past to superadd to the prescribed course of instruction for girls in our Grammar Schools a supplementary grade, requiring, at first, one year, and then two, for its completion. The legitimate work appertaining to this class of schools, has thereby been vastly

increased ; and that which, in a single institution, specially organized for that purpose, or in two or more such institutions properly located, might be made to afford the highest facilities for the most complete course of female education, is now but partially and imperfectly accomplished in fifteen or twenty separate departments. Besides, in none of these supplementary classes is there any provision for normal instruction ; while, in an institution specially organized for the higher instruction of girls, such a department would form a most valuable feature, and prove a most important agency in the preparation of teachers for our public schools.

For these reasons and others which have been heretofore laid before the Board in the annual reports of this Department, as well as of the various committees which, from time to time, have been charged with the consideration of this subject, I have deemed it proper again to ask the early and earnest attention of the Board to the propriety and expediency of establishing and organizing a High and Normal School for Girls. And should this proposition meet with favor, I further recommend that such institution be opened for the admission of female pupils possessing the qualifications required for the highest grammar school grade, whether they have or have not attended any of the public schools. Inasmuch as the institution, if established, would require to be sustained and supported by funds raised from all the taxable inhabitants of the city, I can perceive no good reason for excluding from its advantages, if otherwise suitably qualified, those whose parents may not have thought fit to place their daughters in the public schools. In the case of the Free Academy for boys, the pupils were restricted to those who had spent at least one year in these schools ; but this provision was sanctioned by a popular vote, and was at the time, deemed necessary to the interests of public school instruction. No such necessity, fortunately, now exists ; and the restriction may safely be dispensed with, in the case of the proposed institution.

SCHOOL DISCIPLINE.

When it is considered that a very large portion of the pupils of our public schools enter the primary departments at a tender age, and pass by regular promotion through the various classes of that and the Grammar Schools, occupying a period varying from eight to ten years, we can scarcely attach too much importance to the mental, moral, and physical discipline to which they are subjected in this the most impressionable period of their lives. Many of these children, it is fair to presume, before entering the walls of the school-room, have never known what order, and quiet, and cleanliness, and duty, and government, were; many have known little of kindness, love, or affection, nothing of the precepts of Christianity, nothing of refinement, nothing of gentleness, nothing of harmony, nothing of music, innocent gayety, or cheerful occupation. From the moment they enter the public school, all this is changed, and a new life dawns upon them. Personal cleanliness and neatness, quietness of deportment, perfect order, except during the recesses, habitual regard to the rights and enjoyments of each other, restraint from all manifestations of anger or passion, unvarying fidelity to truth, unquestioning obedience and respect to teachers, are constantly inculcated and rigidly enforced. With rare exceptions, the entire atmosphere of the school-room is one of love, kindness, and mutual affection and regard. The soothing and harmonizing influences of music and song—the reverential morning prayer—the simple and solemn lessons of the Bible—and the precepts and example of the teacher—all conspire to impress the young mind with principles and habits never to be forgotten in all the vicissitudes of after-life.

CORPORAL PUNISHMENT.

In these institutions physical punishments are the exception rather than the rule. A few months since, full returns were directed to be made from every school to this Department, of

the number and nature of the punishments inflicted, the name of the pupil punished, the offence, and the evidence of the offence, as ascertained by personal investigation by the principal, who alone possesses the power of punishment. These returns for the past three months, show that no corporal punishments whatever are inflicted in any of the Female Departments of the Grammar Schools, with the exception of two or three instances of slight importance; none in eight of the forty-nine Male Departments; none in seventeen of the fifty Primary Departments; none in sixteen of the forty Primary Schools; and none in four of the ten Colored Schools; making in all ninety of the 196 schools and departments; that the average number of punishments for all offences in the remaining forty-one Male Departments of the Grammar Schools is thirty-seven per month; in the remaining thirty-three Primary Departments, twenty-eight; in the remaining twenty-four Primary Schools, fifteen; and in the six remaining Colored Schools, twenty-two; deducting, however, six of the Male, five of the Primary Departments and two of the Primary Schools, in each of which the monthly number of punishments exceeds one hundred, and the monthly average of punishments in the remaining Male Departments would be reduced to twelve; that of the Primary Departments to fourteen; and that of the Primary Schools, to seven. The punishments consist, as a general rule, of from one to six strokes on the open hand, according to the nature of the offence, with a small ratan stick; and no punishments are inflicted without a full investigation of all the facts by the principal in person.

In all well-regulated schools, the *power* to punish must be reserved and asserted, but it should be used as rarely as may be consistent with the preservation of good order and discipline, and, as a general rule, only when every other available means has failed. The *minimum* of punishments, undoubtedly, accompanies the *maximum* of practical ability to teach and govern a school or a class; and careful investigation will,

I am quite confident, show that by far the greater number of cases reported for punishment to the principal of the several departments and schools, for offences committed in the classrooms, will be found to come from the most inefficient and unsuccessful teachers. My own inquiries in this direction thus far, have shown that, while a very large proportion of these cases are of this description, another class of cases, comprising perhaps a majority of the whole number reported, consists of offences and violation, of order and discipline occurring during the periodical *recesses* in the play-grounds and yards. Deducting from the whole number of punishments inflicted, all those coming within these two classes, the monthly percentage of the residue would, in my judgment, be very small. In the first class of cases, wherever sufficient evidences of incompetency or inefficiency has been shown, I have deemed it my duty, after reporting the facts to the Trustees of the Ward, and affording them the opportunity of applying the remedy, to exercise the power, conferred on me by law, of recommending the removal or of annulling the certificate of the teacher. In the second class, a most efficient preventive will be found, wherever practicable, by the adoption of the system now prevailing, I believe, in a majority of the Wards, of permitting the pupils to return home during the period of the noon recess, thereby precluding the necessity of more than a few minutes additional interruption of the ordinary school exercises, and, with the exception of the Primary children, rendering any other general recess unnecessary.

SCHOOL RECESSES.

The experience of the past two years in those schools, comprising, as above stated, a majority, it is believed, of the whole number, in which permission has been given to the pupils, by the Trustees, to return to their homes, if they desire to do so, during the interval usually set apart for the noon recess, has gone very far towards commending this system to

universal adoption. Its prominent advantages may be briefly summed up under the following heads :

1. It is beneficial to the health of the pupils ; affording them that amount of unrestrained, and cheerful exercise in the open air, which could not be obtained within the restricted and crowded limits of the play-ground ; enabling them, in a large proportion of cases, to enjoy the luxury of a hearty noon-day meal at home, instead of a hurried lunch, partaken amid all the bustle, noise and confusion of the ordinary recess ; and invigorating them physically and mentally, for the resumption of their school exercises.

2. It is very generally in accordance with the wishes and desires of parents and guardians ; and wherever circumstances, growing out of distance, inclemency of weather, or other impediments, exist, rendering it inconvenient, the school-rooms and play-grounds, with a suitable number of teachers in attendance, are always available.

3. It is eminently conducive to the quietness and order, the neatness, cleanliness, and healthfulness of the school. To those of our fellow-citizens residing within the vicinity of our public schools, as well as to visitors and officers occasionally or officially present, the noise, confusion, and uproar, almost unavoidably incident to the frequent succession of recesses in the various departments, cannot fail to be exceedingly annoying and disagreeable ; while the exercises of the departments awaiting or having completed their recess, are seriously disturbed. The time occupied in the passing out and returning the several classes, one after the other, in three separate departments, at different intervals, of itself, constitutes a formidable objection to the system.

4. By returning the children generally to their homes, at the noon recess, an opportunity is afforded to a very large proportion of the teachers, to avail themselves of the same privilege—a privilege equally desirable, healthful and invigorating, in their case, as in that of the children.

It was, at first, seriously apprehended that the adoption of this system would greatly diminish the attendance of pupils during the afternoon session ; but experience has shown that this is not the case. Wherever the omission to return is not satisfactorily accounted for, the privilege of the home recess is withdrawn—thereby rendering it the interest of both parents and children to comply with the conditions annexed.

In order, however, to secure the full advantages of this system in the preservation especially of the order and quietude of the schools, it is indispensable that the pupils should either be prohibited from returning to their rooms or to the school before the expiration of the recess, or in case of such return, that they be required to pass at once, to their respective class-rooms and resume their studies, without noise or confusion.

It is due to the general high character and reputation of our public schools, as well as to their practical efficiency, that every effort within our power should be made to render them attractive and agreeable, and to deprive them of any feature which may have a tendency to render their vicinity obnoxious to any portion of our fellow-citizens.

EXAMINATION OF TEACHERS, AND CERTIFICATES OF QUALIFICATION.

During the past year 524 candidates have been examined for teachers' certificates, in the presence of the District Inspectors, designated by the By-Laws of the Board, of whom 244 received the requisite license to teach. Of this number 165 were found qualified for the highest grade of certificate, and the remaining 79 for the second grade. The names of the successful candidates, together with the grade, are hereby transmitted to the Board in accordance with the requisitions of law.

The certificates of the following-named persons have been revoked during the year, in the mode prescribed by law, for the causes respectively stated, viz. : Patrick C. Leamy and Michael H. Keily, vice-principal and first assistant, Grammar

School No. 1 for incompetency and inefficiency. Several other teachers have been removed by the Board, and disqualified from subsequent employment, on my recommendation for a similar reason. Their names, however, are not required by law to be reported.

DISTRIBUTION OF TEACHERS.

The prevalent practice, on the part of the local Boards of the several Wards, of assigning newly-appointed female teachers to the lowest classes of the Primary Departments and Schools, and requiring them to serve a long apprenticeship through the different grades of those schools before promoting them to the Grammar Departments, has always seemed to me eminently injudicious and unwise. It is, as a general rule, especially injurious and unjust to the teachers themselves, as it deprives them of the opportunity of availing themselves of their freshly-acquired and familiar scholastic attainments in the instruction of classes pursuing the same studies, and compels them to devote their entire time and energies to routine instruction in the simplest elementary branches, until, in many cases, the higher branches of study are gradually forgotten, and they become quite unqualified for promotion to those classes where such studies are required to be taught. But it is chiefly injurious to the highest interests of primary instruction itself. Young girls who have just completed their education in the Grammar Schools or elsewhere, seldom possess the peculiar qualifications requisite for the instruction, government, and training of the children of our Primary Schools. Greater maturity of mind and judgment, more enlarged experience, and more mental discipline, are required for successful teaching in this department, and especially in the lowest classes.

The tact and skill, the discriminating patience and tried experience of those who have become familiar with the nature and wants of children and with the best modes of developing

their intellectual, moral, and physical faculties, are imperatively demanded in this, the most important department of our system. It is here that the character, habits, and mental and moral discipline of the child, are to be formed. When the several grades of primary instruction have been passed through, and that of the Grammar School has been entered upon, the task of intellectual progress may then safely be committed to the person best adapted, from her scholastic qualifications, for the efficient performance of the work. And this is the appropriate sphere of the teacher who has just completed her course of studies and received her official testimonials of qualification—the sphere where she can most effectually avail herself of her abilities and scholarship, and at the same time, be constantly advancing in her own mental improvement. I cheerfully concur, therefore, with those of Inspectors who, in their official reports, recently presented to the Board, have recommended a change of practice in this respect; and the introduction of more experienced teachers in the various classes of the Primary Schools, especially in the lower classes; assigning the younger and less experienced, if, in other respects suitably qualified, to the lower classes of the Grammar Schools.

REPORTS OF ASSISTANT SUPERINTENDENTS.

I herewith transmit the reports of Assistant Superintendents KIDDLE, JONES, CALKINS, and SETON, and invite the special attention of the members of the Board, and of the officers and teachers of the several schools, to the valuable suggestions which will be found in these documents.

In conclusion, I have only to express my grateful appreciation for the efficient support which has uniformly been afforded by the officers as well of the Board of Education as of the local Boards, and by the Principals, Vice-Principals and teachers generally throughout the city, in the efforts which have been made by this Department, for the improvement and ele-

vation of the system of public instruction in all its various branches, with the assurance that in the future, as in the past, no exertions shall be wanting to contribute, to the extent of my power, to the prosperity, advancement and success of that system.

S. S. RANDALL,
City Superintendent.

REPORT

OF

ASSISTANT SUPERINTENDENT HENRY KIDDLE.

To S. S. RANDALL, Esq., *City Superintendent* :

As is customary at the close of each year, I herewith present a report of the visitations and examinations made by me during the year ending at this date. At the date of the last report, the series of examinations which has occupied the greater part of this year had been commenced, and was in progress.

Under your direction, I visited and examined the following Grammar Schools : Nos. 1, 3, 4, 5, 6, 7, 9, 10, 11, 14, 16, 17, 18, 19, 20, 21, 22, 24, 29, 31, 32, 33, 35, 36, 38, 39, 40, 43, 46, 53, and Colored Schools Nos. 1, 2, 6, 7. I also assisted in the examination of No. 52, which was visited by all the Superintendents.

In the above schools I examined all the higher classes, that is, all the classes pursuing the studies of the four higher grades of the Grammar School Course, and the two grades of the Supplementary Course ; those of the fifth and sixth grades being examined, in most of the schools, by one of the other Assistant Superintendents.

These schools were generally found to be in good order, and appeared to be under an efficient system of discipline. All the evolutions and movements of the school were performed with quietness, promptitude, and regularity ; and visits made to the class-rooms showed that the pupils were effectively controlled by the subordinate teachers. In some cases, however, a little

too much stringency in requirement was manifest in the constrained postures assumed by the children while under instruction, or during recitation.

The number of examinations in the various branches of study pursued by the classes of the Male Grammar Schools, exclusive of the Colored Schools, was 1,527, of which the result was as follows: 677 were *excellent*; 369 were *good*; 219 were *fair*; and 262 were *very deficient*. The number of examinations made in the Female Grammar Schools was 1324, with the following result: 821 were *excellent*; 265 were *good*; 151 were *fair*; and 87 were *very deficient*. These results, estimated by per-centage, may be presented in the following tabular form:

	Excellent.	Good.	Fair.	Very deficient.
Male Grammar Schools ..	45	24	14	17
Female " " ..	62	20	11	7
M. and F. " " ..	53	22	13	12

The average character of each series of schools estimated by a standard of 100 per cent. for the highest degree of excellence or merit, is as follows: Male Grammar Schools, 76 per cent.; Female Grammar Schools, 83 per cent. The Male Grammar Schools, in which the average degree of excellence was 80 per cent. and upward, were Nos. 3, 10, 11, 14, 16, 19, 24, 35; and of these No. 35 attained an average of 87 per cent., while the others were all below 85 per cent. The Female Grammar Schools, in which the average degree of excellence was 80 per cent. and upward, were Nos. 1, 3, 5, 7, 9, 10, 11, 14, 16, 18, 19, 20, 22, 24, 31, 33, 36, 38, 39; and of these Nos. 5, 11, 14, 20, 22, 23, and 36 attained an average of 90 per cent. and upward.

I am happy to state, in addition to this, that as far as the same schools have been re-examined since November 1st of this year, they have shown a still higher degree of merit. It is also gratifying to state that of these schools only six Male and four Female Schools presented any classes which were of

a grade inferior to the sixth, or lowest grade, prescribed for Grammar Schools.

Supplementary Classes were examined in the following schools : Nos. 1, 3, 4, 11, 14, 17, 19, 24, 33, 35, 36, 38, and 39; of which Nos. 4, 11, 14, 17, 33, 36, 38, and 39, presented classes for graduation. In these classes 85 pupils were examined; and 26, or about 30 per cent. of the whole, were passed, and received diplomas of graduation in accordance with the rule of the Board. The following were the schools in which pupils were passed for graduation : Nos. 11, 14, 17, 33, 36.

The result of the examination of classes of the Supplementary Course, this year, is somewhat better than during the previous year. Then 278 pupils were examined, and only 78, or 28 per cent. of the whole, were passed. This diminution of the number presented has been occasioned by the subdivision of this course into two grades, and by requiring two years for its completion. Previous to this provision, many teachers and pupils attempted to hurry over the branches prescribed, in a single year; and, of course, as was reported last year, the result could only be attainments of the most mechanical and superficial character. While some improvement has been exhibited in the modes of teaching the branches of this course, the want of still further improvement is very apparent; and it is often deplorable to notice how much time has been utterly wasted in these classes by deficiency on the part of teachers in giving proper instruction in these branches. It is true they are difficult subjects to teach well; but this fact, instead of being an excuse for the deficiency adverted to, is a reason for censure where incompetency exists, and no effort is made to remove it.

Although provision has been made for instruction in the methods of teaching these branches by means of the Saturday Normal School, it is only the best teachers that have availed themselves of it; while those whose classes have failed most lamentably, never pay the smallest attention to the means thus

liberally afforded by the Board. I would suggest, that in appointing teachers to fill these positions in future, only such should be selected as manifest a desire for improvement in their profession.

The results of the instruction given in the different branches of the Grammar School course, have not materially differed in character from those reported in previous years. It will not, therefore, be necessary to present any detailed statement of them.

By the alterations recently made in the course of study, the Board have supplied a very important deficiency. The superior definiteness of requirement in each grade of the new course, will be a source of very great convenience to the superintendents, and will be a much better guide to the teacher, while it will secure a much greater degree of uniformity in the instruction given in the schools.

The diminution of requirement in the case of Female Schools, will afford a great and much needed relief to the pupils of these schools. Through the excessive zeal of both parents and teachers, these children have sometimes been obliged to undergo an amount of mental labor altogether beyond their physical strength, and such as to prevent almost entirely the much-needed opportunities for recreation and exercise. Hereafter, these pupils will only commence the study of algebra when they are promoted to the Supplementary Course, and will also be relieved by a diminished requirement in arithmetical study.

In connection with this subject—the over-tasking of the female pupils, I beg leave to present, as a very great abuse and evil, the practice somewhat common of detaining these children after 3 o'clock for additional study and instruction. In some cases this is carried to a very great extreme, and the health of the pupils is greatly imperiled thereby. It is, of course, another consequence of this excessive zeal and nervous ambition on the part of some of the teachers, and is most likely to occur a short time previous to an impending examination.

In the general operations of the schools, and, more especially, of those for females, there is quite too much haste. The pupils are hurried from class to class, and from grade to grade, without any proper regard to age or mental advancement; and thus often the true principles of education are set at naught. I am told by many teachers that parents demand this, and that conformity to such demand is compelled under the threat of removing the pupils from the school. As no teacher likes to lose a pupil, and as every one is eager to receive one, it can readily be perceived that this might prove a very efficacious mode of coercion.

The report made by the Committee on Course of Study and School Books, near the close of last year, it was hoped would do much towards rectifying this great abuse; but many of the teachers have apparently, to a very great extent, forgotten its statements and suggestions; for they have relapsed into the old courses and the old abuses. To remedy, as far as legislative prohibition can do so, a part of the evil, the Board recently enacted that "Exercises in grammatical analysis and parsing and written and mental arithmetic shall not be assigned for home study except to pupils of the first grade or the Supplementary Course." There is no doubt that in the particular exercises thus prohibited, the pupils have been very often greatly overtasked, and that, in many cases, they have been assigned the performance of a task for which they were obliged to depend upon the aid of their parents or others. With respect to this point it will be pertinent to cite the language of the Committee in the Report already referred to; since many teachers would do well to peruse it once more and bear the admonition contained therein more strictly in mind. "The practice of transferring the legitimate work of the class-room to the home of the pupil, and thus imposing upon parents a labor which it is the particular duty of the teacher to perform, requires, as it has often received, the severe reprehension of the Board. The By-Laws require that every lesson shall be carefully taught

or explained to the pupils, the home-work being a review of what has been thus taught, or the preparation of exercises designed to impress it more deeply on the pupil's mind. Where, however, a large number of lessons are assigned, the teacher's work necessarily degenerates into the mere hearing of recitations, no time being spared for instruction, which the pupils must either dispense with, or depend for it upon their parents or others at home."

The provisions made in the amended course of study for a supplementary or advanced course for the Male Grammar Schools, will, I have no doubt, commend itself to the good sense and intelligence of all impartial and careful observers of the operations of our system. A numerous class of the pupils who attend these schools are not desirous of entering the Free Academy, simply because they are unable to spend more than a year or two longer at school. They would much prefer to spend that brief period at the same school, and in continuing the same studies, with the addition of a few of an entirely practical character, than to embark in a long five years' course of new and difficult branches, of which they can obtain but a very meagre knowledge, and the utility of which they are unable to perceive.

The additional course prescribes the continuation of arithmetic, English grammar and composition, book-keeping, and algebra; and includes, in addition to these, mensuration, geometry, the elements of natural philosophy, chemistry, and astronomy, architectural drawing, and the science of government—the latter to embrace "a knowledge of the government of the United States, and the general provisions of the State constitutions, with a brief outline of municipal and international law."

Two years ago, I took occasion to call attention to the fact that the annual recurrence of an examination in each school, at the uniform interval of a year, so that the exact time of such examination could be anticipated by the teachers, was in some respects injurious in its tendency, particularly as promoting

special and hurried preparation of the pupils, and leading to mechanical and superficial teaching. These views have been more deeply impressed upon my mind by subsequent observations, and I would respectfully urge them again, and suggest that the present system of examinations, as to time and previous appointment, be modified. It would be well if more latitude of discrimination were given as to what classes should be examined, so that those which have been thoroughly examined for years, and found proficient, might be more briefly passed over, and the time given to such as have been found deficient, or are taught by inexperienced teachers. A more informal visitation of the school would render this important object attainable, and would remove the objections justly urged against the present plan. By means of this modification, the schools could be visited more frequently than is possible at present, and all the classes could be kept constantly under supervision.

The number of candidates for teachers' certificates or licenses, examined by me during the past year, is 236. Of these 55 were re-examined, making 291 examinations in all. Of this number 22 received certificates of Grade A, and 87 of Grade B; 127 or nearly 54 per cent. of the whole being rejected.

This large number of rejections is due in great part to the continued want of a Normal School for the preparation of teachers—a want which has been urged repeatedly in previous reports upon the attention of the Board. It is a source of congratulation that the need of such an institution has been already practically acknowledged by the Board, a series of by-laws having been adopted authorizing its establishment, and presenting the outline of a plan by which it may be carried on. All that remains to be done, is that this plan should be consummated, and this I earnestly hope will take place as soon as the necessary financial means shall be placed at the disposal of the Board.

I feel fully convinced that nothing but a properly-organized and effective Normal School, for the preparation of teachers, is

now required to carry our system of common school instruction to the highest degree of excellence attainable by any ; and I am also as fully convinced that, without this important auxiliary, very little improvement can be effected in our present modes of instruction, which are, in many respects, most lamentably defective.

The effort has been made by me, through the Saturday Normal School, to accomplish something in this direction. Classes were organized, immediately on my taking the supervision of this school, to receive instruction in the *principles and methods of teaching* ; and the attendance of the teachers at the lessons and lectures given to these classes, has been quite large. In this work, I have received the faithful co-operation of my associate, Assistant-Superintendent Calkins, who, for the last sixteen months has lectured two hours each Saturday, upon the best methods of teaching the branches prescribed for Primary Schools. The attendance at these lectures has varied from 50 to 150, the average being about 100. This number although, in itself, creditable and gratifying, is nevertheless small, when compared with the large body of teachers engaged in this class of schools ; and it is very much to be regretted that a greater number of these persons do not realize the need of assiduously studying the theory and practice of their profession. The lectures delivered to these classes have been eminently practical and useful ; and many of the ablest principals and vice-principals of large Primary Schools have thought it beneficial to attend. If such teachers feel they can derive benefit from listening to lectures on these professional topics, how much more should those who are almost totally inexperienced in the work which they are required to perform ?

Lectures have also been delivered weekly to teachers of Grammar Schools, upon the best methods of teaching the branches prescribed for those schools. In the performance of this duty, the services of Thomas F. Harrison, Esq., principal of Grammar School No. 41, in the department of arithmetic, astronomy, natural philosophy, and physical geography,

Thomas Hunter, Esq., principal of Grammar School No. 35, in the department of geometry and algebra, and William Belden, Esq., principal of Grammar School No. 44, in the department of English grammar, have proved very efficient and valuable. The attendance at these lessons has also been commendably large, although by no means as numerous as is required to consummate the work proposed. It has varied from 40 to 90. The same remark is applicable to this class as to that of the Primary School teachers—those who have had the most experience, and the most successful experience in the Grammar Schools, have appeared to take the most pleasure in listening to the lecturers. Some of the best principals have shown in this respect a most praiseworthy example to the younger teachers—an example the influence of which cannot fail to prove salutary, and which is especially to be prized since it is only by such means that the inexperienced and thoughtless can be induced to give their attention to these subjects, all attendance at the Normal School being purely voluntary.

In addition to the regular lessons above mentioned, special lessons on history and intellectual philosophy have been given by the Principal; and, during the last three months, a very able and interesting course of lectures on chemistry was delivered by Dr. Doremus of the Free Academy.

The classes formed in this school for the instruction of those preparing to be examined by the Superintendent's Department for a higher grade of certificate, have not been so well attended as is desirable, the average being about 150 on each Saturday. Of these, during the past year, 15 have received certificates of Grade A, and 38 those of Grade B. The instruction given to these classes is copious and thorough, and should elicit a more numerous attendance on the part of those to whom it is addressed, not one quarter of those who hold certificates of an inferior grade, being ever present to be benefited by it. As a regular Saturday Teachers' Institute rather than as a Normal School, this institution has accomplished, and is accomplishing a very important work, in connection with the improvement

of those actually engaged as teachers in the schools. I have often felt a very great anxiety in the performance of the duty assigned me in the supervision and general direction of this school, on reflecting how much more good could be accomplished by it, if a greater number of those for whose benefit it is intended would feel a sincere and constant interest in it, and by their zealous exertions make it the instrument of professional improvement to themselves. The earnest and faithful co-operation of my associates, however, and the laudable zeal manifested by so many of those who truly adorn the profession which they have chosen, induce me to feel an assurance that, if the enterprise is continued with a proper spirit, it will become, year by year, the means of increased improvement to the teachers, and of course to the pupils committed to their charge. I here append the present plan of organization of the school :

The sessions of the Normal School are held from 9 o'clock, A. M., to 1 P. M., on the Saturday of each week, in the building of Grammar School No. 47, Twelfth street, near Broadway.

All are entitled to admission who are employed as teachers of any grade in the Schools under the charge of the Board of Education, or who have received teachers' certificates of Grade A, or certificates of graduation from any of the Female Grammar Schools.

The classes are organized so as to afford an opportunity for instruction in all the branches of study prescribed for the several grades of certificates conferred by the City Superintendent.

The instruction is given principally by lectures and oral explanations, and every effort made to render it effective in attaining the object designed.

Classes are also organized specially for instruction in *principles and methods of teaching*, with the view to impart a knowledge of the proper modes of presenting, analyzing, and explaining the several branches required to be taught in the Primary and Grammar Schools.

These classes consist of the **PRIMARY NORMAL CLASS** for teachers of *Primary Schools*, and the **HIGHER NORMAL CLASS** for teachers of *Grammar Schools*.

The Primary Normal Class is in session every Saturday from 9 to 11 o'clock, A. M., and receives two lessons, one on general principles of teaching, the other on the methods of teaching the branches prescribed for Primary Schools.

The Higher Normal Class (post-graduate) is in session every Saturday, from 9 A. M. to 12 M., and receives instruction in the higher branches of the Supplementary Course, especially with reference to the proper mode of illustrating and teaching them. Other branches of an advanced character, and such as are especially useful to teachers, are introduced during each term; and exercises given, from time to time, for the purpose of effecting improvement in the methods of teaching the several branches (elementary as well as higher) prescribed for Grammar Schools.

During the year, the Board also reorganized the Colored Normal School, and placed it under the general supervision of the undersigned, appointing Mr. Charles L. Reason, Principal of Colored School No. 6, instructor of the classes. The attendance has varied from twenty-five to fifteen; and, it is believed, all who have attended have made good improvement. Mr. Calkins has also lectured each Saturday to these teachers, on the principles and methods of instruction.

While presenting this, the Tenth Annual Report made by the undersigned, he would congratulate you upon the general prosperity of the system of schools so long under your supervision; since it must be inexpressibly gratifying to you to look back during the past twelve years, and survey the many improvements which have been effected in every respect since the year 1854, on which you entered upon your duties as City Superintendent.

Such a retrospect both to you and myself necessarily presents many facts worthy of especial notice, and which it would be interesting and profitable to refer to with minuteness of

detail, were it proper to do so in this report. I cannot, however, refrain from adverting to the very great advancement, which the various records and reports of the department exhibit, in grade of scholarship and efficiency as well as uniformity of instruction in the several schools during this period ; to the vast increase in the number of pupils in daily attendance at the schools—an increase of more than ninety per cent. of the number attending the schools in 1855 ; and to the superior accommodations afforded for carrying on the work of education. No longer do we find schools languishing in dark, damp basements, the children breathing a noisome and pestilential atmosphere, which could not but sow in their youthful constitutions the seeds of disease and death. Commodious and comfortable edifices have taken the place of all these ; and, with the exception of the fact, that a few of the Primary Departments are over-crowded with pupils, all are comfortably and healthfully provided for. I sincerely hope that the improvements effected during the next decade, may be fully commensurate with those of the one which terminates at the date of this report.

Respectfully submitted.

HENRY KIDDLE,
Assistant Superintendent.

NEW YORK, *December 30, 1865.*

REPORT

OF

ASSISTANT SUPERINTENDENT WM. JONES.

HON. S. S. RANDALL, *City Superintendent* :

THE waning hours of the present, and the near approach of the coming year, remind me of the duty which devolves upon me of rendering to you a report of the condition of the schools, to the examination of which I was assigned at the commencement of the year. Before doing so, I take the liberty of adverting to some of the extraordinary events which have occurred in the country since the date of my last report—events of so important a character, as to challenge the history of the world for a parallel. On the first of January, 1865, the war which for the previous three years had been raging in the land, and which was testing the stability of its institutions, still continued. One million of soldiers were marshalled in the field, fighting for the maintenance of The Union formed by the wisdom of the statesmen of the Revolution ; and many patriots at that time were fearful that the dearest hopes of every loyal heart would not be realized. The year is about to depart, but these fears no longer exist. He, who watched over our fathers on the briny deep, landed them in safety on these shores, guided them through all the vicissitudes of the past, and gave them victory over foreign oppressors, and wisdom to frame a government the pride of its citizens and of the friends of true liberty in every clime, has also been pleased to preserve it unimpaired, by enabling it to triumph over those who sought its overthrow. And now, instead of

war, with all its unknown horrors, prevailing throughout the land, peace reigns everywhere ; and once more we are a united people. More than 800,000 soldiers have again become private citizens, exchanging the sword for the plough, the musket for the mechanic's tool and the pen, rejoicing that a country preserved by their valor, and possessing such a variety of climate and soil, with mountains abounding in inexhaustible mineral wealth, and with institutions so liberal in their character, and yet of such inherent strength as to successfully withstand the shock of civil war, still remains the home of the free and the asylum for the oppressed of every clime. I am led to pen these lines, because I believe that we are in no small degree indebted, under God, for all this to the virtue and *intelligence* of our soldiers. When Sherman's army reached Savannah, after its successful march through Georgia, there were sent to the post-office in this city for distribution throughout the North, East, and West, no less than 400,000 letters, written by those who had followed that mighty warrior. And soon after those great battles were fought by the renowned army of the Potomac, there likewise were sent for distribution to the same office over 100,000 letters, written by the gallant survivors to the loved ones at home. These soldiers were not the ignorant and vicious rabble, which our enemies abroad, in their public journals and addresses, declared them to be ; but they were intelligent young men, whose minds had been cultivated in the common schools of this city, and in those found throughout the loyal states. These facts are worthy of remembrance, as they bear testimony to the worth and importance of our excellent system of free schools, without which no nation like ours can ever expect to maintain and perpetuate its freedom, especially amid such extraordinary trials as those through which it has just triumphantly passed.

The official returns on file in the office of the Clerk of the Board of Education, show that the number of children taught in the Grammar and Primary Departments, and Primary Schools, for the school year ending on the 22d inst, was

177,753, of which 38,155 were taught in the latter, and 88,580 in the Primary Departments. The average attendance for the same period, and in the same schools, was 74,141. Of this number 15,230 belonged to the Primary Schools, 33,210 to the Primary, and 29,701 to the Grammar Departments. These statistics show that about sixty-five per cent. of the pupils in daily attendance are found in the Primary Departments and Schools, and thirty-five per cent. in the Boys' and Girls' Grammar Departments. The returns on record in your office also show, that in the 38 Primary Schools there were 328 classes, containing 13,783 pupils, who were examined by my associate, Superintendent Calkins, and myself. Of the classes thoroughly inspected, there were found to be excellent, 182; good, 109; fair, 32; poor, 5. The average per cent. of each class in all of the studies reached $83\frac{1}{4}$ per cent. The Primary Departments generally contain a larger number than the Primary Schools, and the statistics of these are as follows:—Number of departments, 52; pupils examined, 26,203; and the number of classes, 559. Of these there were excellent, 325; good, 170; fair, 56; poor, 8. Average per cent., $84\frac{7}{10}$. In most instances, by your direction, I examined the higher classes, or those pursuing studies of the first and second grades; though sometimes, by an arrangement made by my associate and myself, each examined all of the classes of a school. This method enabled us to ascertain the character of the teaching throughout, as the results were presented during the examination. In addition to all this, I assisted in the examination of many of the lower classes of the Grammar Departments. Of the results in these, I shall hereafter have occasion to speak. Since the middle of November, when we resumed our examinations for the year, I have examined only the two higher classes in the Primary, and all of the fifth and sixth grades, with a few of the fourth grade in the Grammar Departments. My connection with the Primaries, during its continuance, was of a very pleasant character, and their advancement during that period extending through nine years was a marked one.

When on the first of January, 1857, I first entered them as an officer of the Board of Education, more than half were held in low, dark, damp, unhealthy basements, without class-room accommodations or any of the necessary appliances. The Board, through the active exertions of energetic and thoughtful school officers, has rescued these schools from the depths in which they were struggling against so many obstacles, and has erected large and commodious buildings, with all the modern improvements, so that at this time, I think, not one of them assembles in any room below the surface of the street. Many of the buildings in which the more fortunate schools were held, have since been remodelled and made more commodious and attractive. Two remain; one of them, occupied by No. 31, is in the rear of the church edifice in Second street, near Avenue B, for which lots have been purchased; and during the coming year, a suitable house will in all probability be erected. The other is located in 120th street, between 2d and 3d avenues, Harlem, and besides being too small for the demands of the locality, is otherwise unsuitable for school purposes. The rapidly increasing population of that vicinity demands the erection of a large primary or intermediate school building capable of holding fifteen hundred children. The Primary Department of No. 39 in 125th street is now crowded to excess, while the school in question is larger than can be properly accommodated. As a result of all this, many children are sent down town to school, and are compelled to ride daily in the crowded cars which run upon the Third avenue. The admissions to our schools are mainly confined to the lower classes of the Primaries, except in cases where the parents remove from one locality to another. Last year I found some classes with over one hundred pupils present, many of whom had no regular seats and were compelled to sit upon the floor. It does not need any argument to prove that no teacher can impart instruction to so large a number, especially in view of their unfortunate surroundings, and astonishment is sometimes created in the mind that her labors are crowned with any degree of success.

It requires an excellent disciplinarian to preserve order in such a class, and an accomplished and attractive teacher to hold the attention of the pupils, so that instruction may be successfully imparted. These instances, though isolated, are yet comparatively numerous, and the effect is to impair the grade of the entire school. For, as stated, in spite of the most active and able efforts of the teacher, the character of the teaching will not favorably compare with that seen under more pleasant circumstances, and the promotions are not such as are required by the grade. In some schools, five or six classes are taught upon the gallery, teachers being stationed in the passage-ways near to their classes, and the exercises of all proceeding simultaneously. The acquisition of knowledge by the young in this manner must be indeed attended with difficulties. Galleries are very excellent devices to show off a school on public occasions, when parents and friends are attracted by some special exercises, but are otherwise of doubtful utility. The teacher needs to be brought in close proximity to her pupils, so that without any violent exertion she may impart instruction in the easiest and clearest manner. This cannot be done in either of the cases above referred to; and the necessity of additional primary accommodations are needed in very many of the wards of the city. There are fifty-two Primary Departments and thirty-nine Primary Schools, and the attendance in these is as follows:

			P. D.	P. S.
Containing a daily average of	500 or less	.....	17	29
"	"	500 to 800	.....	23
"	"	800 to 1,000	....	6
"	"	1,000 to 1,300	...	1

The Departments which exceed a daily attendance of over 1,000 are No. 11, in Seventeenth street near Eighth avenue, Sixteenth Ward; No. 14,* Twenty-seventh street near Third avenue, Twenty-first Ward; No. 17, Forty-seventh street near

* Largest school—average last year, 1,356.

Eighth avenue, Twenty-second Ward ; No. 32, Thirty-fifth street near Ninth avenue ; No. 33, Twenty-eighth street near Ninth avenue ; and No. 48, in the same street near Sixth avenue—the latter three being in the Twentieth Ward. The tables annexed to this report contain the average attendance of each Primary School and Department for the present year. No. 1, which meets in Ludlow street near Delancey street, Tenth Ward, averaged 1,017, and is the only Primary School where the daily attendance for the year exceeded one thousand. This one occupies the building in which Primary School No. 20 formerly assembled, and is located in the midst of a very large population, and has ample accommodations for that number, as the three floors are fitted up with class-rooms. Since so large a proportion of those attending the schools is found in Primary Schools or Departments, it necessarily follows that the instruction imparted should be of the most thorough character. My associate, S. W. Seton, Esq., has devoted many years of his life to visiting and examining them, imparting, in his personal visits and in his able reports, the most valuable information and suggesting the most improved and successful methods of teaching, which have not failed to produce the happiest results. Who can peruse his reports without being struck with the thorough acquaintance with the wants of the young therein displayed, and the admirable methods proposed to meet them ! Taken together they form an excellent treatise on primary instruction, which cannot be perused by any teacher, thirsting for a knowledge of the science of teaching, without being greatly improved by the suggestions with which they abound. I have, in previous reports, found it a pleasant task to furnish such hints on teaching as were applicable to the studies of the classes which I was called upon to examine. Since the establishment of the Normal School my associate lectures weekly to teachers of those schools upon the most improved methods of teaching, and a partial attendance of these for whose benefit they are delivered has been secured. Our united exertions have been to a great extent followed by

successful results; and yet much more remains to be accomplished. The constant changes which necessarily occur in schools consequent upon the death, promotion, or resignation of teachers, render it important for those who are called upon to perform the most sacred duty devolving upon the race—the education of the rising generation, to study to know how they can in the best manner discharge a duty freighted with such responsibilities. I have seen at the Normal School those who stand at the head of their profession, with pen and paper in hand, noting down the points made by those who teach in that institution, so that they might give them more careful consideration when they had opportunity. Shall the junior teachers, whose experience is so limited and whose knowledge of their profession certainly does not exceed that possessed by those above referred to, decline to avail themselves of the facilities now afforded them through the liberality of the Board of Education? Shall they say there is no need of further instruction, when the more experienced, by their constant attendance, clearly admit that they believe there is much yet to learn? I hope no answers of this character will be given; but that as the new year opens they, with other excellent resolutions formed after reflection, will make the important one—to *attend the Normal School as often as opportunity offers*. Since the commencement of the present series of examinations, I have examined eighteen classes in the Primary Departments in reading, spelling, definitions, punctuation, tables, geography, arithmetic written and mental, and object lessons. I have also heard seventy-six classes in the Grammar Departments in the above studies, though further advanced, and also a few in elementary grammar. These embrace all those of the fifth, sixth and some of the fourth grade of the present course of studies. In the Primary Departments, of the number examined fifteen were *excellent*, and three, *good*. In the Grammar Schools, forty-nine were *excellent*, twenty-one *good*, and five were found not to have reached the latter standard and, therefore, were called only

fair. In most of the schools, the larger proportion of the pupils never continue in them to pursue the studies prescribed in the third and higher grades. Parental demands or necessities are more pressing than the desire to give to their children a thorough education, and consequently seventy-five per cent. of all who enter Primary and Grammar Departments are compelled to leave after receiving instruction in the former and in the junior classes of the latter. The importance of enabling them to become practically acquainted with principles as well as rules, teaching them *why* they perform operations as well as *how* they are done, must be readily acknowledged. If we would have our pupils thoroughly instructed in all of the studies with which they seek to be made acquainted, the very best methods must be adopted. Reading is a necessary accomplishment, without a correct knowledge of which no person can feel happy. And yet a knowledge of the rules of reading and a mere observance of those of punctuation, can scarcely be considered sufficient to entitle one to the appellation of an excellent reader. Some only teach these things and wonder why a scholar who never mispronounces a word is not regarded as worthy of especial praise.

The course of studies for Primaries prescribes in clear and definite terms the manner in which this important branch should be taught, beginning in the lower and continuing through the upper classes. The correct pronunciation of words can be clearly taught by the powers of the various letters composing them. Teachers should, therefore, take heed that this exercise is not forgotten. Many of the pupils are children of foreign parents, or are themselves foreigners, and the acquisition of our language is attended with many difficulties. A knowledge of phonetics by the teacher is essentially necessary in order that she may correctly as well as easily teach the pupils the way to overcome their difficulties. Some are indeed very successful in their efforts. Instances have been presented where children who had only been attached to the school for a period not exceeding twelve months and who were unable

to understand English when they entered could at the expiration of that time read in their books with all the ease and grace of a native. In No. 52, near King's Bridge, I heard a young girl read most beautifully in the Second Reader, who had not been six months absent from her native country, Sweden, and had only been a member of the class four months.

To teach reading well it is requisite that the teacher should be an excellent reader, so that not only by precept, but more effectually by example, she may give instruction to those under her charge. Occasional concert exercises with special care in the inflexions and intonations, may be found profitable, where these rules are observed, and conduce to uniformity of style. In some classes the results are so beneficial that the impress of the teacher is instantly perceptible. Children should not only be taught to read well, but also intelligently. This can be successfully accomplished by exercises on the subject-matter of the lessons. Thousands read well, who do not understand what they read. To this subject I have on repeated occasions called the attention of teachers, and would once more enforce its consideration. No lesson should ever be passed over until the class thoroughly understand the subject-matter of the lesson, the design of the author in inserting it in his book, and the moral sought to be conveyed. Many of the lessons abound in useful information, which may be made profitable subjects of conversation, if the teacher has previously (as she should have done) prepared herself by careful study. References to objects enable her to ascertain if the class clearly understand their form, color, or size; and if not, to impart that which has not been acquired. Valuable moral lessons may also be given in accordance with the design of the author: this I regard as one of the most important duties devolving upon the teacher. Moral and intellectual instruction should go hand in hand, if public or private virtue is to be maintained. The duties which we owe to our Creator and to each other must ever be kept in sight, and should often form the subject of conversation, as they are constantly suggested by

the reading lessons Care should be taken that the force of the instruction be not impaired by the daily exhibitions of passion on the part of the teacher.

Spelling and definitions, including the meaning of the words of the reading lessons, may be more effectually taught by the exercises recommended than by any other method. As no class is required to read through any reader, sufficient time is given to enable it to comply with all these suggestions. Classes of the first grade are required to have a knowledge of the general outlines of Geography, such as the definitions of the various divisions of the land and water, and the hemispheres. This can only be correctly taught by the aid of charts such as Colton's Pictorial, and a globe which need not exceed eight inches in diameter. No class-room should be without these; otherwise the pupil's memory, and not his understanding, will be cultivated. With these, we have valuable illustrations of object teaching, by which the perceptive faculties are awakened and developed. A knowledge of the cardinal points of the compass, enabling the pupil at any time or in any locality to point to each, may be imparted, not by confining it to the sides of the class-room, but extending it so as to embrace all the principal streets of the city and the rivers which bound it. How many persons in visiting our attractive *Central Park*, or that lovely "city of the dead," Greenwood Cemetery, have lost their way because they failed to acquire what all should possess—a knowledge of the part of the heavens in which the sun maybe found at any hour of the day.

The principles of notation and numeration are begun to be taught in the lower classes, with examples in the first rules of arithmetic, in connection with exercises in mental arithmetic. I cannot conceal my surprise that some principals of grammar departments insist upon the ability of children of the highest class of a primary, when promoted, to perform examples in the simple rules which involve quadrillions. This seems to me to be so absurd that I have often expressed my astonishment when I have been informed of it by teachers of the lower

departments. What idea of trillions has any child of eight, nine, or ten years? Yet, when examined by some principals of upper departments, they are required to add nine or ten columns of numbers, in which five periods are required in the numeration; and if errors are made, as very often they must be, the child making such error is deemed unfit to be promoted. What advantage is it to any child to be drilled so as to be able to subtract 250,750,009,407,564 from 600,506,007,560,090, or to multiply 49,760,540 by 75,694, or divide 68,750,384,709 by 79,656? And yet this is the character of some of the *test* examples given to children presented for promotion in a few of the Grammar Departments. How much more useful is it for the child to know how much a piece of muslin containing thirty yards costs, at forty cents per yard! Or, if ten dollars be divided among twelve persons, what number of cents each one would receive! Too much time is occupied with these abstract numbers, to the exclusion of those of a concrete character, in which principles instead of rules must be clearly understood. Mental arithmetic should not be neglected. Pupils should be taught rapidly to perform operations, and carefully to explain the various processes involved; and also to perform the former without the latter. Care should be taken in teaching this subject, that the simplest and clearest terms are employed in the solution, so that the principle underlying the rule may be understood, instead of the mere memorizing of dry formulas, which unfortunately is very often the case.

Form, color, and size, are all that in connection with object-lessons I have been able to find have been taught in the upper classes; and in most instances only the first of these seemed to have received attention. Too often, technical terms are employed beyond the comprehension of the pupils; and the very design of the lesson is defeated. *Things first and names afterwards*; but the simpler the latter are, the more easily are they understood and remembered. In examining children on this subject, after presenting an object and having its

name given, I have sought to obtain from the class the name of other objects of the same form, which any of the pupils might have ever seen. This exercise has awakened thought, and encouraged observation, and at the same time afforded a greater degree of pleasure than is usually enjoyed by the pupils while undergoing examination in any other study.

A knowledge of *color*, as possessed by the pupils, I have also found to be best obtained by selecting the various articles of dress worn by them, and after directing their attention to these, by requiring them to distinguish the different colors. The cards and forms used by the teacher in their daily exercises are readily recognized; and the application of what they are supposed to have acquired to other objects, is a good test of the accuracy of their knowledge of the subject. So in regard to the size of objects; I have held up a book or pointed to any object in the room, and required the length or breadth of it; and the answers given in response, have clearly indicated that nearly all of the children have had a very imperfect idea of size. And yet, it can be most easily taught by the aid of the black-board. Let a line be drawn on the board the length of a yard; subdivide this into feet, and the first foot into inches. The pupil can readily see the length of one inch, and how many of them are necessary to form one foot, and then that three of these make one yard. The length of one, two, three, four, five, or six inches may be drawn upon the slate, until the eye is made familiar with the size of each, when objects may be presented for the cultivated eye to measure. This is a very simple method which I have always commended to the attention of the teachers, and have been surprised that it has not been more generally followed. By constant practice any object of ordinary length may be measured with tolerable accuracy. Square measure may also be taught by drawing a square yard on the board, and dividing it into feet, showing nine divisions, each twelve inches or one foot square. If each of these be again divided into inches, the children will be able to perceive how one hundred and forty-four square inches are contained in

one square foot, and nine square feet in one square yard. Multiplying the length by the breadth gives the number of square inches, feet, or yards; and a knowledge of this rule, thus acquired, will enable the pupil to apply it to objects in the room, such as the table, floor, wardrobe, book-case, &c., and to ascertain the exact number of square feet or inches each contains. There is no lack of means by which all may learn how to teach, if those to whom is intrusted that important work eagerly seek for them. Tens of thousands of the young never receive any other education than that which they obtain in the primaries; and no teacher fully impressed with the weight of the responsibilities devolving upon her will remain satisfied, when any sources of information within her reach remain unexamined. Whatever can be imparted to the pupils in the clearest and most accurate manner should not be neglected, so that whatever teaching they receive shall be of a thorough character.

By comparing the course for Grammar Schools recently adopted with the former course, it will be found that the requirements are more definite, and more explicitly stated. The same exercises on the subject-matter of the lessons, with those in spelling and definitions, as recommended for the highest classes of the Primary Departments, are therein rendered obligatory upon the teachers of the sixth grade of the Grammar. The formation of compound and derivative words is also required, as well as the meaning of words illustrated by their use in sentences. This exercise will be found to be profitable, and will greatly aid in spelling. Geography, as taught in the primaries, will be reviewed, with the outlines of North America including the United States. As the globe must be used in order to present the earth's formation and magnitude, what is understood by latitude and longitude may be easily explained, with the causes of the variations of climate. In arithmetic there is no change, the pupils being required to understand the simple rules and federal money with practical applications. The latter has not been as carefully

taught as is desirable, and the explanations given have been defective. To the majority of the children in this grade, no rule is more important than federal money; and a thorough knowledge of it, illustrated by examples of every variety should, if possible, be imparted. For want of sufficient care in teaching, I have found a large proportion of pupils substituting the subtrahend for the minuend, in examples of this character: Bought a house for \$7,506 75, and sold the same for \$8,690: how much did I gain by the bargain? As no cents are given in the selling price, the pupil, for want of thorough instruction, proceeds in inverse order, much to the mortification of the teacher; when all this could have been avoided if she had trusted to her own mental resources and thrown the book aside. In teaching common fractions, the same care should be observed with respect to principles instead of rules, as a thorough understanding of the former, will enable the learner easily to make the latter and solve any problem with readiness and correctness. Practical examples in federal money, involving fractions, should constantly be given for many children will quickly multiply $25\frac{3}{4} \times 17\frac{1}{4}$ who stumble over an example in this form: Bought $17\frac{1}{4}$ yards of calico, at $25\frac{3}{4}$ cents per yard; how much did I pay? If mental arithmetic be properly taught, all these difficulties will disappear, since the processes and steps taken in the solution of the problems must be clearly explained. I am led to allude to these changes in this manner, for the reason, that many teachers must be told in what way and how far they must proceed, in order to comprehend the work assigned them. With the same design in view, it is expected that in geography, the teaching will be as thorough as the grade requires. Descriptive geography has been but little taught, the teaching being almost exclusively confined to local geography—the location of places. In the Grammar Schools but one book, embracing local, political, and physical geography, need be used; and as the pupil must be thoroughly instructed in all that pertains to one country, before he can be advanced, the

necessity for primary, intermediate, and Grammar School geographies has ceased to exist. A general and accurate knowledge of the United States, including the climate and productions of each State, with the principal cities, mountains, lakes, and rivers, should be possessed by every pupil before he is permitted to pursue the studies of the fourth grade.

A greater degree of proficiency in the mode of imparting instruction, and a more thorough knowledge of the subjects taught, are sought to be accomplished by these changes. Whatever information is obtained by the pupil, it is desired, that it shall be accurate, thorough, and practical, so that it may be available in the ordinary pursuits of life. To aid our teachers in the acquisition of a knowledge of all the subjects required to be taught in the schools, as well as to make them acquainted with the best modes of presenting them to the pupils, so that the greatest good might be accomplished within a reasonable length of time, the Board of Education, at the suggestion of the Committee on Normal Schools, organized the Saturday Normal School, and placed at its head Assistant Superintendent Kiddle, whose long experience as a teacher, and eminent ability as an educator, peculiarly fitted him for the position he has so successfully filled. With him have been associated some of the ablest teachers in our Grammar Departments, and their united exertions have been followed with the most beneficial results. Every branch of study required to be taught is here thoroughly explained, and the proper order of presenting the subject to the mind of the pupil clearly set forth. To those who desire to attain proficiency in their responsible profession, no more favorable opportunity could be presented; and while it is a source of gratification that so many have cheerfully enrolled their names as members of the different classes, it is also to be regretted that a large proportion of the young and inexperienced teachers have not availed themselves of the advantages gratuitously extended. Some, I fear, are better pleased with the fascinating stories found in our modern "Weeklies," than they are by a care-

ful study of works which qualify the instructor of the young for the competent discharge of the duties of his profession. On visiting a school a short time ago I entered one of the larger rooms, and, while there, saw a young teacher deliberately take from her pocket a weekly paper, and peruse it during the few minutes that another one was engaged in calling the roll. Then, placing it back again, she took her book and began to question the class. That her mind could not be upon her work, with the incidents of the story just perused fresh in her thought, I readily believed; and I was not long in determining the cause which led to the failure of her class at the preceding examination. It is not an unusual thing to see novels of every variety in the hands of teachers in the cars on their way to school, or during the recesses; but seldom do we find works which will aid them in their attempts to instruct the young. If the former must be perused, do not let the latter be neglected, nor the opportunities of the Normal School slighted. To be successful, the heart of the teacher must be in the work before her, and no opportunities for mental culture will then be suffered to pass by unheeded. A sense of the great responsibility resting upon her will make her solicitous to learn how it may faithfully be discharged, and she will not dare to enter the class-room until she shall be thoroughly prepared to explain any question relating to the subject taught, which may be asked by the inquisitive student before her.

In closing this branch of my report, I feel it to be a duty again to urge upon those who deal with the minds of the young, the utmost circumspection over themselves. We teach more powerfully by example than by precept; and for this reason we should cultivate all that is lovely and commendable, and conquer the lower passions of our nature. If the teacher would succeed in the profession which she has chosen, she must endeavor to gain the affections of those committed to her charge. Gentleness with firmness should characterize her conduct, and she should at all times avoid harsh and severe

expressions, which wound the feelings, and excite hatred instead of love. If called upon to censure the erring, let her strive to do so in terms which will cause them to admit that her displeasure has been justly incurred, and then the object sought to be accomplished will be attained. "Love begets love;" and a teacher who possesses an amiable disposition, and seeks to excite emulation by kind words, or imparts knowledge with cheerfulness, explaining all doubtful questions with a readiness which is indicative of the pleasure she feels in clearing away the mists which often obscure the minds of the pupils, will, other things being equal, have a model class. The example and influence of the teacher will follow the child through all his subsequent career, and materially affect his destiny. If lessons of virtue and purity are stamped upon the heart, with the blessing of Heaven resting upon her labors, the future will be full of promise; but if the example has only tended to develop and strengthen the baser passions, the results will indeed be fearful. Let each teacher, in view of the solemn responsibilities devolving upon her, so learn to discipline her own mind and conduct, that the blessed influences exerted on the hearts of her pupils, shall be the noblest monuments of her earnestness and fidelity.

EVENING SCHOOLS.

The seventeenth session of these schools commenced on the 3d of October, 1864, and ended February 14, 1865. The statistics, showing the semi-monthly average, and the number of teachers employed from the date of the opening to the close of December, 1864, were given in my Report of December of that year. The tables appended to this Report, show the number registered, and the average attendance to the close of the term. By referring to these, it will be seen that in the Male Schools the register number was 17,007; average attendance, 7,079. And in the Female Schools the register number was 7,049, and the average attendance, 4,408. In

the former, the average attendance was very nearly forty-two per cent. of the number registered ; in the latter it was over sixty-two per cent., the regularity in attendance being very much in favor of the Female Schools. The total number registered in all of the schools was 24,056 ; average attendance, 11,487. For the term ending February 12, the registered number of pupils was 20,386, and the average attendance 9,514, showing a large increase over that of the preceding term. By referring to the same tables, it will also be seen that the average attendance, and the number of teachers employed, during the first two weeks of the present term, ending on the 13th of October, were as follows :—

Male Schools....	11,228	Teachers....	250
Female “	5,208	“	159
<hr/>		<hr/>	
Total..	16,536		409

On the 22d of December, the last evening before the holiday vacation, the Principals reported to Thomas Boesé, Esq., Clerk of the Board of Education, the average attendance, and teachers employed, for the two weeks ending on that evening, viz. :—

Male Schools.....	6,049	Teachers....	229
Female “	4,025	“	147
<hr/>		<hr/>	
Total..	10,074		376

Oct. 13th, Male Schools, number of scholars, per teacher,	45
“ Female “ “ “ “	31
Dec. 22d, Male “ “ “ “	26
“ Female “ “ “ “	27

The attendance in the Male Schools fell off from 11,228 to 6,049, and in the Female, from 5,208 to 4,025! These figures show conclusively that after the first few weeks of the term have passed, the interest manifested by the pupils begins to lessen, so that by the close of the year a very large per-

centage have disappeared, and no longer are seen in the classrooms. The teachers employed on the 13th of October, as shown by the statistics above presented, were 409 ; and while the average attendance was so greatly reduced on the 22d of December, still 359 were reported as doing duty. The crowded attendance during the first two weeks, seems to justify the school officers in employing a sufficient number of teachers to instruct the pupils ; but as the attendance falls off, they do not appear so ready to dispense with their services, and I have often seen classes containing not more than ten or fifteen pupils.

In preceding Reports I have endeavored to point out some of the evils inherent in the system, and to suggest such remedies as would, if adopted, render the schools efficient instruments for good. Those who yearly have been connected with them, have seen their usefulness sadly impaired for the want of stringent regulations. Children were removed from Primary Schools before they entered the higher classes, and kept at home to go of errands for their parents or stroll the streets, and sent during the winter evenings to occupy the seats in our Evening Schools, which should be filled by young men and women, who, in consequence of the presence of the former, refuse to attend. Hundreds of young primary children now attending day schools are admitted, and when questioned deny that they do so. They have only to present themselves, and ask to be admitted, and their names are registered, no regard being had to their age. The result is, that we have every winter from five to six thousand children, under twelve years of age, in our Evening Schools, some of whom when questioned are shrewd enough to report themselves older than they really are. For many years I have called attention to these facts, but no changes have been made, until the Board of Education, at its last meeting, adopted a resolution closing all the schools after the present term.

The first term of the Evening Schools commenced in September, 1847. Six male schools were opened, and the number

registered was 3,224; average attendance, 1,224; expenses, \$6,089 40. The next year 6,976 names were registered, and the average attendance, 2,190. In 1850, there were twelve male, five female, and one colored school. The registered number had then increased to 7,638, and the average attendance to 2,490. The expenses had likewise increased to \$14,353 67. After that period, the careful regulations respecting age, and the manner of entering the schools were less regarded; and, consequently, by the admission of small children and the influx of others, who came not so much for improvement as for enjoyment, the attendance became larger, and the number of schools increased. At the present time we have twenty-four male, twenty-two female, and two colored schools, with a registered number, as before stated, of 24,056; an average attendance of 11,487, and 409 teachers. The schools were originally designed only for those who were unable to attend the day schools, or for adults, who, in early life, had been deprived of the opportunity of obtaining an education. The committee in whose care they were then placed, required that all who applied for admission should be fourteen years of age or over, and in all cases should be accompanied by their parents or guardians. Notwithstanding all their efforts the attendance continued so irregular, that in 1850 they employed persons to visit the absentees and ascertain the cause of absence. Very little good was accomplished, and the plan was abandoned. Since then these wholesome requirements have been discontinued; and in the earlier period of the term we have a crowd present, filling every class-room, with three classes in the main room. If all came to be instructed, the rush of all these would, in some respects, be very gratifying; but when we find that at the last term, no less than 7,797 left before the first month had expired, we become satisfied that the benefit received was far less than our ardent wishes had led us to expect. The term consists of eighteen weeks of five evenings each; and as the school continues in session two and a half hours, if every pupil came precisely at

the opening, as only the minority do, the time would be equal to about *thirty-seven days*, of six hours each. This is indeed a period short enough to make any improvement which is truly valuable. Very few of the pupils are punctual in their attendance, and many only attend two and three evenings per week. Seventy-five per cent. of them pursue the studies of the Primary Schools, and are not proficient in these; and they require the very best disciplinarians to keep the classes in order, so that any degree of information may be imparted. Within a few years past a large number of inexperienced teachers have been appointed, when those of the greatest experience, possessing tact and talent, should have been employed, and the results have not been of the most encouraging character. A reform is certainly needed, and as the Board of Education has before it for consideration such changes as the circumstances of the case seem to require, I do not doubt that the system will be re-organized in such a manner as will more fully accomplish the designs of its founders, and justify the expenditures which are necessary to sustain it. In my last Report I suggested certain reforms, some of which in one or two of the schools were partially carried out. This was the case in the Eighth and Ninth Wards, where the officers discouraged, to some extent, the attendance of very young children; and in the latter, where the schools were opened one week in advance of the general time fixed upon, for the purpose of recording the names of the applicants for admission. The officers and principals informed me that the plan worked in a very satisfactory manner, and recommended its general adoption. The evils to which I have called your attention, and which were evident to you in your visitation to each and all of the schools since the commencement of the present term, are these:—1st. Admission of children at too early an age; 2d. The presence of many who attend the day schools; 3d. The want of interest manifest on the part of thousands under sixteen years of age, as shown in the neglect of their studies when in school, or the irregularity in

their attendance; 4th. The absence of proper rules of classification; 5th. The want of a sufficient number of efficient teachers. It is easy to say that the schools are an excellent institution, and that thousands receive instruction which nowhere else can be gratuitously obtained; but it would be far more pleasant to write that all the pupils whose names are recorded, were punctual in their attendance, correct in their deportment, and made rapid progress in their studies. This cannot be said, when we know that an exhibition of a magic lantern on a Friday evening, will attract one hundred additional boys than can be found within the walls of the school-building on either of the preceding evenings. The amusement furnished by the exhibition is far more attractive than the teachings of the most experienced instructor, and enables the principal to show a very respectable weekly average. The expenses of the last term, as shown in the tables annexed, amounted to \$89,559 14; and when the reforms contemplated by the Board shall have been adopted, I doubt not but these will be very greatly lessened, while the good accomplished will largely transcend that achieved in the past. Three classes of pupils attending the schools derive great benefit, and are exceptions to those above alluded to. These are the members of the first, adult, and German classes. I have often spoken in the highest terms of commendation of them, and of the success which has attended the joint efforts of teachers and pupils. They are indeed those for whose especial benefit the schools were originally opened, and whose interest will not be lost sight of in all subsequent legislation. To enable these schools to accomplish the good which is expected of them, I would once more recommend the following:—

1st. The opening of the schools for the purposes of registration, one week in advance of the time now fixed upon for the commencement of study.

2d. The admission of no pupil under fourteen in the male, nor under twelve in the female schools.

3d. The attendance of parent or guardian with all applicants

for admission under sixteen years of age ; with the distinct understanding that an absence of more than two evenings in the week, unless a satisfactory excuse is presented, will forfeit the seat of the pupil.

4th. The selection of male teachers in all cases where the same can be obtained to teach the classes in the male schools ; and if females be employed, none to be appointed who have not had three years' experience in a Male Grammar School.

5th. The establishment of one or two schools of a higher grade, wherein young men may be taught mechanical and architectural drawing, higher mathematics, civil engineering, book-keeping, and the commercial rules. Hundreds of young men, who are now anxious to avail themselves of the advantages which these would afford, would gladly attend. The necessary teachers and apparatus could be furnished to one or two schools of this class, when it would be inconvenient to supply them to all.

By adopting these and such other suggestions as may occur to the excellent committee, who now have in charge the subject of the re-organization of the Evening Schools, the number would be decreased ; but the benefit received by those who would then be attracted to them would be largely increased. The young children, whose attendance is now a positive injury, moral as well as physical, as I have shown in my Reports of 1862, '63, and '64, would give way to older persons, who have been kept from attending, or driven from the class-room, by their presence. Young men and women have a repugnance to connecting themselves with schools wherein two thirds are composed of very small children. However desirous they may be to make improvement in studies but imperfectly understood, they cannot consent to remain under such circumstances. If the proposed changes be adopted, an opportunity will be presented for them to cultivate their minds, and prepare to discharge, in a more enlightened manner, the duties of life.

In company with Assistant-Superintendents Kiddle, Cal-

kina, and Seton, and in some instances alone, I have visited most of the Corporate Schools. . The condition of these were presented in annual reports previous, and, therefore, there is no need of extending this to an inordinate length, by any additional statements at this time. The money appropriated seems to be judiciously applied, and an unfortunate class of the young, receiving the elements of education, and surrounded with religious influences, will be better enabled to contend with the difficulties which they will meet in coming years. The institutions in which they are inmates are worthy of the continued confidence of the Board, and the generous liberality of our wealthy citizens. There are some other subjects to which I would call your attention, if I had not already extended this Report beyond the limits originally assigned to it, and, therefore, I will leave the consideration of them to another period, with the earnest wish that those which have been discussed, if adopted, may tend to the greater advancement of our excellent system of common school education.

Respectfully submitted.

WILLIAM JONES,

Assistant Superintendent.

NEW YORK, *December 30, 1865.*

Attendance of Pupils of Evening Schools for the term commencing October 3, 1864, and ending February 14, 1865.

MALE DEPARTMENT.

WARDS.	Schools.	Registered Number.	Pupils under 16 Year.	Over 16 and under 21 year.	Pupils over 21 Year.	Average Attendance.	Attendance less than one Month.
1st	No. 29.....	607	426	110	71	192	321
4th	Primary School No. 14.	349	214	89	46	164	147
5th	No. 44.....	684	419	122	143	320	165
6th	" 23	595	401	106	88	236	237
7th	" 31	596	272	282	42	248	207
8th	" 38	753	483	225	45	339	216
9th	" 16	1251	931	298	27	336	487
10th	" 42	895	419	280	196	377	217
11th	" 36	1287	765	404	118	451	357
(Yorkville)	" 37	215	149	56	10	99	51
12th } Harlem	" 39	287	111	150	26	110	107
12th } Manh'ville.	" 43	269	198	61	15	98	112
13th	" 34	951	630	227	94	243	368
14th	" 30	746	397	271	78	311	323
16th	" 11	842	524	222	96	370	209
17th { Houston st.	" 18	894	602	173	119	464	295
17th { 12th street.	Primary School No. 26.	547	316	215	16	384	171
18th	No. 40.....	926	609	255	62	361	296
19th	" 18	424	237	145	42	310	54
20th	" 32	907	483	234	140	390	269
21st	" 49	850	560	244	46	316	201
(40th street	" 28	571	344	168	59	222	246
22d. { 44th street	" 51	594	408	150	41	352	127
(47th street	" 17	565	405	143	17	254	245
8th street	Colored School No. 2.....	245	67	66	112	70	177
16th street	No. 7.....	157	12	48	97	72	87
Total.....	.....	17,007	10,872	4,789	1,846	7,079	5,692

FEMALE DEPARTMENT.

WARDS.	Schools.	Registered Number.	Pupils under 16 Years.	Over 16 and under 21 Years.	Over 21 Years.	Average Attendance.	Attendance less than one Month.
1st	No. 29	860	206	142	12	199	108
4th	" 1	435	254	124	57	234	113
5th	" 44	456	340	88	28	173	175
6th	" 24	224	145	56	23	187	29
7th	" 51	213	118	90	5	127	40
8th	" 58	363	255	73	35	188	125
9th	" 16	471	287	158	76	201	145
10th	" 42	356	192	107	57	206	84
11th	" 15	530	233	248	30	354	62
12th { Yorkville ..	" 37	70	49	19	2	55	8
{ Harlem ..	" 39	65	45	18	2	32	20
13th	" 84	195	142	41	12	194	151
14th	" 5	359	89	215	54	236	100
16th	" 11	275	332	65	20	225	120
17th { 14th street	" 19	439	313	95	31	360	101
{ 12th street	Primary School No. 26	316	276	40	...	232	71
18th	No. 50	252	171	62	19	182	110
19th	" 18	141	69	45	27	98	13
20th	" 33	462	323	100	39	276	122
21st	" 14	433	202	184	47	277	85
22d { 40th street	" 28	401	136	190	75	197	242
{ 47th street	" 17	233	173	48	12	175	81
Total .....	.....	7,049	4,299	2,208	683	4,408	2,105
Male Department .....	.....	17,007	10,372	4,789	1,846	7,079	5,692
Grand Total. ....	.....	24,056	14,671	6,997	2,529	11,487	7,797

Expenses incurred for the support of Evening Schools for the term ending February 14, 1865 :

Salaries of Teachers	\$60,335 27
" Janitors	3,665 00
Repairs, gas, etc	10,447 29
Supplies from Depository	15,111 58

\$89,559 14

Comparative Statement showing the Average Attendance of the Evening Schools, and the Number of Teachers employed for the first Two Weeks in October and the last Two in December, 1865.

WARD.	MALE SCHOOLS.						FEMALE SCHOOLS.					
	Average Attendance from October 2 to October 13.	Number of Teachers.	Average per Teacher.	Average Attendance from December 8 to December 22.	Number of Teachers.	Average per Teacher.	Average Attendance from October 2 to October 13.	Number of Teachers.	Average per Teacher.	Average Attendance from December 8 to December 22.	Number of Teachers.	Average per Teacher.

FIRST DISTRICT.

1.....	220	6	36+	160	6	32+	244	7	34+	183	7	26+
4.....	430	11	39+	229	9	25+	518	10	51+	235	8	29+
5.....	529	9	58+	251	9	27+	196	6	32+	162	5	32+
6.....	532	10	53+	228	9	25+	281	8	35+	160	7	22+
8.....	448	8	56+	309	8	38+	235	7	33+	166	7	23+
Total...	1950	44	..	1177	40	..	1260	38	..	906	34	..

SECOND DISTRICT.

7.....	408	8	51	255	8	31+	205	5	41	150	5	30
10.....	758	13	63+	305	13	23+	240	6	40	171	6	28+
13.....	465	11	42+	180	8	22+	197	6	32+	161	5	26+
14.....	498	10	49+	293	10	29+	273	8	34+	221	8	27+
Total...	2124	41	..	1033	39	..	915	25	..	708	25	..

THIRD DISTRICT.

9.....	571	10	57+	255	10	25+	232	6	38+	184	6	30+
16.....	620	11	56+	230	10	23	255	8	31+	236	8	29+
Total...	1191	21	..	535	20	..	487	14	..	420	14	..

FOURTH DISTRICT.

11.....	742	99	33+	439	17	25+	403	13	33+	315	11	23+
17, 13.....	823	18	45+	489	21	23+	514	14	36+	347	14	24+
17, 26.....	656	14	46+	333	14	23+	166	7	23+	170	6	28+
Total...	2221	54	..	1251	52	..	1083	33	..	832	31	..

WARD.	MALE SCHOOLS.						FEMALE SCHOOLS.					
	Average Attendance from October 9 to October 13.	Number of Teachers.	Average per Teacher.	Average Attendance from December 8 to December 22.	Number of Teachers.	Average per Teacher.	Average Attendance from October 9 to October 13.	Number of Teachers.	Average per Teacher.	Average Attendance from December 8 to December 22.	Number of Teachers.	Average per Teacher.

FIFTH DISTRICT.

15.....	No School	No School	
18.....	647	14	46+	894	11	85+	200	7	28+	124	6	20+

SIXTH DISTRICT.

20.....	528	9	58+	245	9	27+	303	9	33+	245	9	27+
11.....	482	11	43+	183	7	26+	293	8	34+	183	7	26+
Total..	1010	20	..	428	16	..	596	17	..	428	16	..

SEVENTH DISTRICT.

12, 39	128	4	32	96	4	24	90	1	20	20	1	20
12, 37	176	6	29+	93	6	15+	68	3	22+	66	3	22
12, 43	107	8	35+	61	8	20+	No School.	..	..	..	..	..
19.....	406	10	40+	298	10	29+	129	6	21+	114	4	29+
22, 17	860	10	88	207	8	25+	196	7	28	225	7	33
22, 28	423	10	42+	220	9	24+	245	8	30+	187	6	31+
22, 51	456	13	35+	256	11	23+	No School.	..	..	..	..	..
Total...	2076	56	..	1231	61	..	608	25	..	612	21	..

REPORT

OF

ASSISTANT SUPERINTENDENT N. A. CALKINS.

To S. S. RANDALL, Esq., *City Superintendent* :

In submitting to you, and, through you, to the Board of Education, this my Third Annual Report, it is my endeavor to present a brief outline of the duties performed during the past year, and the results of my observations in those schools and classes that came under my personal examination.

SUMMARY OF EXAMINATIONS.

The following summary will show the number and results of my class examinations during the past year :

	No. Classes Examined.	No. Pupils Examined.	No. Pupils on Class Register.
In Grammar Schools.....	86	3,274	4,485
In Primary "	614	28,742	40,560
Totals	700	32,016	45,045

Proficiency of Classes in the Studies Examined.

	No. Studies Examined.	No. Excellent.	No. Good.	No. Fair.	No. Poor.	No. De- ficient.
In Grammar Schools.....	587	354	154	54	20	5
In Primary "	3,954	2,254	1,131	433	101	35
Totals	4,541	2,608	1,285	487	121	40

Average Condition of the Classes.

	No. Excellent.	No. Good.	No. Fair.	No. Poor.
In Grammar Schools.....	51	23	9	3
In Primary ".....	307	228	76	3
Totals.....	358	251	85	6

While so small a number of the classes examined have been marked *poor*, I regard those whose average condition was only *fair*, or below seventy-five per cent., as having failed to accomplish what even ordinary teachers ought to achieve under our standard of marking the proficiency of classes. But when it is recollected that ten per cent. of all the classes have been taught by young and newly-appointed teachers, who, at the time of their appointment, knew nothing of the principles of teaching, or of the real duties to be performed in the Primary Schools, the results prove the efficiency of our principals and the excellency of the general management of our public schools.

QUALIFICATIONS OF TEACHERS.

Continued observations more fully confirm my convictions that the practice of assigning young teachers to the charge of the youngest pupils in our Primary Schools is a serious error. It is in that position, above all others, where special fitness of disposition, tact of management, maturity, and experience in teaching beginners, are most important. The idea that to teach the alphabet class is to occupy the lowest position in school, is a false notion, which I should greatly rejoice to see corrected. If such regulations could be devised, in granting certificates of qualification, that apparent fitness for *the* position for which the appointment is to be made must be regarded as the principal consideration with school officers in assigning any teacher to a class, it would greatly promote the welfare of the lower classes in our Primary Schools, now so commonly taught by those least adapted to perform the work.

In many respects I regard the Primary Schools as having made great improvements since the date of my last report. These are very apparent in the greater conformity to the present course of studies, and, as a consequence, in the greater uniformity of progress in the several studies pursued in the respective grades of the course. Decided improvements have also been made in the methods of teaching employed in very many class-rooms, which are readily observed in the greater degree of intelligence manifested by the pupils in all that pertains to the lessons taught them.

Besides those who have thus greatly improved in their work, and a large number of teachers who are always thorough and efficient, I regret that it may still be said of far too great a number, that they neither have done their work well heretofore, nor do they appear to possess sufficient interest in it to *try* to do better in the future, or even to avail themselves of the provisions made for their improvement by the Board of Education. The welfare of our schools would be greatly promoted by the removal of a large portion of this class.

NORMAL TRAINING SCHOOL.

While I deem it possible to achieve an improvement in the direction of securing better-qualified teachers, even under the present inefficient mode of preparing them, it will be impossible to decide upon the actual fitness of young candidates for appointment without a normal training school in which young ladies shall receive instruction, in addition to the subjects and studies to be taught the pupils, in principles and methods of teaching, and also be required to put them into practice under the supervision of a teacher of thorough and successful experience. With such provisions for training our teachers for their special duties, and by assigning them to such positions only as they may have shown fitness for, a vast improvement in the primary instruction of our schools would follow. Until we do have a daily normal training school for

educating our teachers, every school must suffer, to a greater or less extent, from the evils of incompetent teachers, and the consequent pernicious results upon the pupils from loss of time and poor teaching.

Indeed I regard this matter of normal training for teachers, as the greatest educational want in this country, where the permanency of our institutions rests so largely upon the proper instruction and intelligence of the people. We can never attain that completeness of education, and of mental and moral development until those to whom the work of instruction is chiefly intrusted shall be thoroughly fitted for their duties by professional training as well as in scholastic attainments. There is no profession that really needs more extended and thorough knowledge than that of teachers; not because they may be required to impart instruction upon all the subjects with which they may be familiar, but because they should so completely understand the whole scope and ends of school teaching that they may be able to select that which should be taught, and to know how to impart knowledge in the manner best adapted to the mental conditions and wants of pupils, and in its true order.

If any Normal School fails to produce as large a percentage of successful teachers among those who graduate from it as it ought to do, it is not the fault of the principle of normal training, but because the so-called Normal School itself is not really *normal* in its character. Just so far as these schools depart from the real training processes that are necessary to fit their pupils to impart to others in the best manner that which they acquire, so far they fail in the object for which they were established.

Academies, seminaries, high schools, and colleges can never provide us with such teachers as the wants of our nation demand. No state or city in our country so greatly needs a thoroughly-organized and well-appointed Normal Training School as the city of New York; and no place has so many facilities for making such a school the most successful one in

this country. We have two thousand teachers constantly employed in our public schools; and from two to three hundred of these, for various reasons, leave the schools every year, and vacancies are filled by the appointment of young, untrained, and inexperienced teachers. So long as this state of things continues there will follow the consequent loss of the valuable time of thousands of children who can hardly afford the little time which they now devote to acquiring an education, beside many other evils and bad habits which result from inefficient instruction.

SATURDAY NORMAL SCHOOLS.

The Saturday Normal Schools, one for white and one for colored teachers, are evidently beneficial in their influence upon the public schools; but they fail to accomplish much good which they might achieve, did not so many of those teachers who most need the instruction given there on Saturdays, neglect to attend them.

During the past year I have continued my lectures in these Normal Schools to the primary teachers, on the methods and principles of teaching, with an average attendance of about one hundred. The interest manifested by those who do attend with a commendable degree of regularity, and the testimony given by them of their increased success in teaching lead me to believe that good is being accomplished even by such limited efforts in the direction of normal training.

It is my practice in these lectures before the primary teachers to take up successively the various subjects prescribed by the Course of Studies for the Primary Schools, and present methods for commencing the instruction in them, also for the several successive steps in the progress of the course, giving good methods and faulty ones in contrast, and reasons deduced from mental science, chiefly, why one class of methods is superior and more successful than another. My object is not to prescribe specific methods of instruction to be

invariably used for the several studies, but rather to lead the teachers to habits of correcting faulty plans, and of devising for themselves good methods.

GEOGRAPHY.

In my lectures upon geography, I have advocated the importance of radical changes from old methods of memorizing the words of text-books and reciting them as responses to the teacher's stereotyped interrogations. Among my suggestions on this subject I have urged the importance of commencing a work preparatory to learning geography, in classes below those in which this study is required by our grades, such as giving the pupils ideas of position and direction. Exercises for this purpose may properly be called "object lessons on *place*."

First. By means of object lessons pupils should be taught to observe and describe the *position* of objects in the classroom.

Second. Let them be taught *directions*, as East, West, North, and South. This exercise should be extended to the streets in the vicinity, and the pupils required to notice and to tell what directions they take in coming to and in going from school. This exercise may be extended profitably so as to include the direction from the school of some of the most prominent public buildings and parks of the city.

Third. Definitions of the principal *forms* or divisions of land and water, may next be taught, as island, peninsula, cape, isthmus, mountain, ocean, bay, strait, lake, river, &c. These lessons belong to the first grade of the Primary Course. The teacher should talk about the islands in the vicinity, ascertaining who among the pupils have seen an island. Then a *picture* of an island, as represented on "Colton's Geographical Cards" may be shown, and a *map* of an island on the same card. Next let the teacher point out several islands on

the map of the world, without giving their names, taking care that the pupils obtain the idea clearly that these are called islands because they are entirely surrounded by water. Now the pupils are prepared to be taught the *definition*—"An island is a portion of land entirely surrounded by water." A similar process may be pursued with the other definitions, until all of this class have been learned.

Fourth. The pupils having thus become somewhat familiar with the geography of home, and the principal places immediately around it, and with the definitions as before described, they may next be led to observe the location of countries on the globe, by the aid of associations with familiar productions, animals and other objects. For instance, the teacher may point out the country where the pupils live, that where the white bear is found, also the country of the lion, the zebra, the elephant, the kangaroo, the reindeer, the Chinaman, the Negro, the Brazil nut, &c. While the countries are thus located on a magnetic globe by means of objects to represent these animals, &c., the teacher should show their positions upon the map of the world, and give descriptions of the scenery, habits of the animals, customs of the people, the climate and productions. By this means, the imagination of the children, which is very active at this period of life, and the exercise of which affords them much pleasure, will greatly aid the teacher in the work of instruction in geography.

During this exercise the pupils will have noticed that those places or countries are situated on different parts of the earth; and they will then be ready to be told that the globe before them represents the *shape* of the earth, that the earth is round like the globe, but of course, is an immensely large ball, so large that it would take a man who could walk thirty miles a day more than two years to walk around it in a straight line, even if he had a good path all of the way. When, by numerous illustrations, ideas of the *shape* and *size* of the earth

have been correctly formed in the minds of the pupils they should be led to notice the proportion of land and water, and the shape and location of each.

Fifth. The pupils will then be ready to learn the names and locations of the principal divisions of land and water, using both the globe and the hemisphere maps.

Sixth. Ideas of day and night may be illustrated by locating objects in several countries, on different parts of the globe, telling the children that day is caused by the turning around of the earth so that the sunlight may be seen from every part of it successively. As the teacher slowly turns the globe toward the pupils, telling them that if light came from their eyes it would shine upon the part of the globe which is turned toward them, that as they first begin to see a country it will be sunrise there, and noon when they can look directly upon it, and sunset as it passes out of sight; and then require them to say when it is sunrise, noon, and sunset respectively in each country as it successively appears and passes out of sight, while the globe is turning round toward them. In connection with this, ideas of how long it takes the earth to turn around once should be given, to show what determines the length of the day from sunrise of one day to sunrise of the next.

When the preceding points have been made clear to the pupils, by aid of such means as have here been suggested, with many other illustrations, the pupils might be prepared to take up an elementary geography to learn something of political divisions of countries. But, even at this stage, I believe it would be better for our schools if text-books on geography were not placed in the hands of the pupils. Let the use of books for this study be postponed until the pupils enter the Grammar Schools. Intelligent oral instruction, from the globe, cards, and maps, is much more valuable than the usual lessons that are learned from text-books during this period.

The great failures in teaching geography lie, not in the lack of faithfulness on the part of teachers, but in the plans generally pursued for teaching it, which are of such a character that the pupils too commonly learn only what the books say *about* geography, rather than the real knowledge of the earth's surface. This failure is by no means common only to the teachers of this city, but it exists to a greater or less extent in the schools throughout our country. It is due partly to the faults in the mode of presenting the subject in the text-books on geography, partly from an improper use of the books, and partly from teachers not fully comprehending the subject in its true relations to education and the duties of life, and from not knowing how to present it so as to secure the desired results.

It should be the teacher's aim to impart a knowledge of the earth's surface, rather than of text-books, of the globe, or of maps. Globes and maps are indispensable aids to thorough instruction in geography, while books may or may not be useful. Their utility depends entirely upon the character of the book and its mode of use.

Seventh. At this stage of the instruction, teachers may exercise extensively the observing powers of the pupils upon the maps and globe, leading them to notice which is the longest coast line, and the general direction of it; which the longest range of mountains, its direction and location; which the longest rivers, their direction and locations; and in connection with each, leading them to make similar observations upon the shorter coast lines, rivers, mountains, &c. They may also be told which country is warm, which cold, and where it is mild; and something also of the animals, fruits, grains, and other productions of these different localities. Such facts should be made more prominent than those of the boundaries of countries, their capitals, and the names, merely, of their rivers, lakes, capes, mountains, &c., as is too commonly the case. By pursuing methods similar to those here indicated, I

believe that, although our pupils may receive less of the book knowledge pertaining to this study, that they will learn far more of the real knowledge of the earth, which is true geography.

WEIGHTS AND MEASURES.

Among the methods used in teaching this subject, I find a tendency to mechanical recitations of the tables, and a careful adherence to teaching all the tables found in the arithmetic, and in the precise order in which they are printed there. Both of these tendencies to errors I have endeavored to correct, by placing more importance, in my examinations, upon such tables as are in daily use in the common business affairs of life, and upon the pupil's ability to make a practical application of them. It has seemed to me that much time is wasted in memorizing and reciting the *words* of tables in Primary Schools, which are neither illustrated by real objects, nor associated with the familiar experiences of the children. And much more time is lost by requiring pupils to learn obsolete tables, and those which are seldom or never used in business transactions. For instance, many teachers continue to require their pupils to learn that

Two and a quarter inches	make	one nail.
Four nails	"	one quarter.
Four quarters	"	one yard.
Two and a half quarters	"	one ell Hamburg.
Three quarters	"	one ell Flemish.
Five quarters	"	one ell English.
Six quarters	"	one ell French.

Who ever hears of these terms outside of the schoolroom? If these are *not used*, why need they be taught in *Primary Schools*? Perhaps it may be answered that they should be taught, to enable the pupils to answer the questions or solve the examples in our arithmetics. Better treat those examples in the books as the obsolete tables are treated by men in business—have nothing to do with them.

It seems to me it would be far more sensible to teach that

9 inches	make one quarter of a yard.
18 inches	" one half yard.
36 inches, or 3 feet,	" one yard.

I can find no excuse for those who persist in wasting time upon obsolete or unused tables, except in the fact that the compilers of our arithmetics have copied them from the books of our English ancestors, and our teachers teach them because they are in the book.

It appears to me that some of the tables which are least used might better be omitted in the Primary Schools, and taught in the Grammar Schools, where the knowledge of the tables is first applied to arithmetic. I cannot understand the propriety of teaching them such things, to the extent to which some teachers carry it, in the Primary Schools, when the subject is so commonly neglected in the Grammar Schools until the pupils have passed through two grades.

I would recommend that such tables as Federal money, Avoirdupois weight, Long measure, and the parts of a yard, as given above, Liquid measure, Dry measure, Time measure, and a short miscellaneous table, embracing the terms in common use, be taught in the Primary Schools, and all other tables be left for the Grammar Schools. By this means much of that confusion would be avoided which now exists in the pupils' minds between Avoirdupois, Troy, and Apothecaries' weights, and between Long, Square, and Cubic measures. Besides, the pupils would then be required to learn first those tables of which they can gain most knowledge by their senses, and with which they will readily become familiar by observation and experience.

ELEMENTARY SOUNDS.

It affords me pleasure to report that a very much larger number of schools have commenced drilling their pupils in

the elementary sounds of our language than previously gave it attention. Yet I regret that many teachers, even in localities where it is most needed, as a preparation for distinct enunciation in reading, totally neglect it, usually confessing their own ignorance of one of the subjects required to be taught in the Primary Schools, as their excuse for not attending to it.

Wherever this exercise has been properly introduced it has materially improved the character of the reading. Numerous instances have come under my notice, where defects in the use of the organs of speech have been either entirely corrected or greatly diminished. I deem the exercise in these sounds an invaluable aid in teaching that distinctness of utterance and correctness of pronunciation which constitute indispensable elements of good reading.

SPELLING.

The plan of requiring pupils to pronounce each syllable separately while spelling, is one of those customs which have been established by long usage and which continues to be followed more from the force of habit than because there are any good reasons for it. I am unable either from personal experience, or from long observation upon the results of others in teaching spelling, to perceive any benefit arising from taking each word to pieces and treating the several syllables as if they were so many separate words, and then linking them together by repeatedly pronouncing the previous syllables as each successive one is spelled and annexed, thus ; p-e-r per, p-l-e-x, plex, perplex, i, i, perplexi, t-y ty, perplexity. Rather than an aid to the pupils either in learning the spelling or the pronunciation of the word, I deem this repeated pronouncing of syllables a needless *perplexity* and hinderance to their progress in attaining the end for which spelling should be taught, viz. *to enable them to write words correctly.*

Every requirement of the teacher that diverts the attention of pupils from the order and arrangement of the letters that form the word, and from its pronunciation as a whole is a

hindrance rather than an aid to their progress in learning to spell. I do not believe that the repeated pronunciation of the separate syllables materially aids in pronouncing the word as a whole. Let the teacher pronounce the word distinctly and correctly, then require the child to pronounce it in the same manner, then to spell it by naming the letters of the given word in their order, making a pause between each syllable, and ending with again pronouncing the word correctly, thus: Com-mand-ment, c-o-m m-a-n-d m-e-n-t, commandment. Care should be taken always to require the pupils to make a pause between each syllable, while spelling, as a knowledge of the division of syllables is necessary in writing. By the above plan much time will be saved, and I am satisfied that more rapid progress can be made in teaching spelling, than by the common syllable-pronouncing-method.

In spelling from reading lessons I deem it very important that the spelling be not limited to the columns of words at the head of the lesson. Not only should the most difficult words be selected from the reading, but groups of words, as adjectives and nouns, verbs and adverbs, &c., be pronounced that pupils may become accustomed to spelling words together, as they will be called upon to do while writing, thus, good boy; fragrant odor; attend carefully; sit erect; cold day; warm weather; rainy day; ran away; wrote his name; gave two cents; lost his kito; an honest boy, &c.

OBJECT LESSONS.

Those who have long been accustomed to regard the amount of language which pupils can be made to memorize and recite as that which should be the chief attainment by the teacher's work, are slow to comprehend the true spirit of teaching by the aid of object lessons. Such persons look upon these lessons as composed of names of forms, colors, qualities, and uses of objects which must be taught as so many facts for the pupil's stock of knowledge. They do not seem to com-

prehend that the teacher's most important work is more really that of so training the pupils as to give them the power of acquiring knowledge, than it is of communicating that limited amount of it which can be given in the primary school.

In giving lessons on objects, the teacher should keep distinctly in view a two-fold purpose, viz. :

1st. To train the pupils to habits of observing the qualities and uses of objects which they see in daily life.

2d. To give them information about the objects, beyond that which they would be likely to gain, or even be able to obtain from observation alone.

To secure that attention on the part of the children which will render the achievement of the first purpose possible, the teacher must so conduct the lesson as to make it attractive to them; and the information communicated must be so thoroughly associated with the object itself as to form a part of the mental picture of it in the children's minds. System in arranging the matter for these lessons, and practical plans for so conducting them as to produce the desired results upon the minds of the pupils, are the chief attainments necessary to success on the part of the teacher. These points may be illustrated by a

· SKETCH OF A LESSON ON IRON.

Talk with the children about the stove, its shape, its use, what it is made of, &c. Ask them why stoves are not made of *wood*, of *lead*, of *glass*, or of *stone*. Inquire what *grates* are made of; why they are made of *iron*. What other utensils used about fires are made of iron? Why is *iron* so useful for *stoves*, *grates*, *furnaces*, *shovels*, *pokers*, *tongs*, &c?

When the conversation with the pupils has developed suitable answers to these inquiries, the teacher should write on the blackboard :

"Iron is useful for stoves, furnaces, grates, shovels, pokers, &c., because *it will not burn, nor melt easily*; because *it is not brittle*, and because *it is easily heated*." This should be read by the pupils, and so learned as to be remembered by them. Questions should follow which would cause them to state all the preceding facts in other forms.

Let the pupils next be required to mention the names of as many articles as they can think of that are made of iron. They may be led to name various utensils employed in cooking; the tools used by the carpenter, the mason, shoemaker, and blacksmith; then to consider the wide range of uses to which iron is applied, in furnishing the *sword* and the *plough-share*; the *knife* and *gun* for the *hunter*, and the *hoe* and *sickle* for the farmer; the *delicate spring* for the watch, and the *stout spring* for the carriage; the *finest needle* for the lady, and the largest *crowbar* for the mason; the *pen* for the writer, the *press* for the printer; the *telegraph* for messengers, and the *railroad* for the traveller; and the materials to build the *ship* for carrying merchandise, the *engine* to move it, and the *compass* to guide it over the pathless ocean.

Now the pupils will be prepared to consider those *qualities* of iron which render it so valuable for such a variety of uses.

Iron is *hard*—we learn this by feeling.

Iron is *heavy*—we learn this by lifting.

Iron is *strong*—we learn this by trying to break it.

Talk with the pupils about the blacksmith. . What does he do? Makes things out of iron. How does he make things of iron? He heats it red hot in a fire, and then hammers and bends it into the shape that he desires it. Do you know why he heats the iron? I will tell you. By heating it red hot *it becomes soft*, so that it may be easily hammered or bent into any shape. Because it may thus be beaten into various shapes, iron is said to be *malleable*. This is a very useful and important quality. If iron was not *malleable*, it could not be made into tools, springs, pens, wire, railroads,

engines, or many of the utensils for the farm and the kitchen.

To cause the pupils to clearly understand this quality of malleability, lead them to consider whether a *stone* or a piece of *wood* can be beaten into any desired shape by heating it in the fire and pounding it; also whether lead may be beaten into various shapes. Write on the blackboard, "Iron is *malleable*, because it may be beaten into various shapes."

Tell the pupils that *iron may be melted* in a furnace by exposing it to a great heat for a long time; that when melted it will flow in a stream like molasses, and that it may be poured into moulds of sand to form stoves, and all the various objects that are made from cast-iron. Because it can be melted, we say it is *fusible*. Ask the pupils to mention other substances that will melt by heat. They may reply, wax, tallow, lead, zinc, silver, gold, &c. Write on the blackboard, "Iron is *fusible*, because it may be melted."

Lead " " " "

Numerous questions should now follow, to lead the pupils to consider which of these qualities makes iron useful for given objects, as, why is iron useful for horse-shoes? Because it is *malleable*, *hard* and *strong*. Why is it useful for stoves? Because it is *fusible*, *hard*, and *easily heated*. Why is it good for hammers, and knives, and many other tools? Because it is *malleable*, and *hard*, and *strong*. If iron was not *malleable*, would it be useful for pens, and crow-bars, and needles, and knives, and wagons, and railroads, and telegraphs? If iron was not *fusible*, would it be good for stoves, and furnaces, and cooking utensils? Thus repeatedly bring the various qualities of iron before the pupils in such a variety of forms, as will lead them to thoroughly understand *why* iron is useful for the common articles that are made from it.

The pupils may be questioned relative to the appearance of iron when it has been exposed to dampness in the open air, and may be shown the effect of rust upon iron.

Thus far, the lesson has been two-fold in its character,—

largely partaking of that of training to habits of observation, but blended throughout with the imparting of information, chiefly as a means to the exercises for developing the minds of the pupils in habits of observation and thinking.

By the steps already taken, their minds will have become prepared to receive with interest and understanding, additional knowledge concerning iron. They may now be told where iron is found, and how it is obtained by digging deep holes in the ground. That these places where iron is obtained, are called *iron mines*; that the iron is not found in a pure state, but is mixed with stone and earth; that in this form it is called *iron ore*. A specimen of ore should be shown the pupils. Those who dig the ore from the earth are called *miners*; many mines are so dark that each miner has to carry a lighted lamp, or wear one fastened to his cap that he may see where to work.

A description of a furnace for melting the iron, and separating it from the stone and earth, should be given; and where the ages of the pupils and their intelligence render it advisable, an account of *puddling*, the process by which wrought iron is made from the cast iron that flows from the furnace, may be given.

While an attempt has been made to indicate some of the features and plans of giving lessons on common objects, it must not be presumed that all of this lesson should be given at one time. It would be desirable to so amplify it with illustrations by the teacher, and conversation by the pupils, as to expand it into two or three lessons. There are many other facts relative to iron, and its qualities that might be considered. The aim in presenting this sketch has been to give a description of the objects to be kept in view, and the general plan of the lesson rather than to furnish a complete lesson upon iron.

It is very desirable that the teachers shall understand that object lessons ought to be given *chiefly* for this developing influence upon the minds of the pupils, rather than because of the information which is communicated upon the subject of

the given lesson. Their greatest value lies in their influence in fitting the pupils to learn more intelligently and thoroughly all the studies of the school. When this idea is fully comprehended, and our teachers generally acquire that skill for applying it which some of them now possess, we shall find the spirit of object lessons pervading all the exercises of the Primary School. Then the teaching of little children will be natural, and in harmony with the characteristics of childhood, and the nature and object of the branches of instruction which are taught. Ideas derived through the medium of the senses are clear, simple and interesting to children. They always succeed in learning when properly led from the object to its representation, from the known to the unknown, from the simple to the complex, from the particular to the general. They comprehend and become accurate in proportion to the extent and degree of their observation and thoughts upon the subject, not by the number of words which they commit to memory and recite. To observe and to think afford them pleasure; and just in proportion to the amount of observation and thinking which the school exercises furnish, that are adapted to their natures, will be their interest and real progress.

Respectfully submitted.

N. A. CALKINS,
Assistant Superintendent.

Dec. 30, 1865.

REPORT

OF

ASSISTANT SUPERINTENDENT S. W. SETON.

To S. S. RANDALL, *City Superintendent of Schools* :

DEAR SIR : My intercourse with the schools is still, I trust, productive of some good, and acceptable to the departments specially assigned me for visitation, though my visits are extended also to the Grammar Schools, and, perhaps, there useful by occasional inspection of the classes formed of the graduates from the Primary Schools. This affords me opportunities for suggestions of practical usefulness from my own experience, and that of teachers of other schools communicating their plans used in classes of the same grade ; also, hints of the use of peculiar records, bearing on discipline and government, incentives to obedience, inducing study, and advancement in scholarship. Though they all use the same forms of records, some of the teachers are very ingenious in making them more practical than others, by varying their use. My present position in the schools affords me larger opportunities of this kind, than formerly at the official visits for examination. These occupied so much time, little was left for more leisurely visits for observation of the general operations of the classes. I am gratified to find a generous spirit of rivalry in most of the schools, and a kind readiness to impart a knowledge of their plans of government and instruction for the benefit of others, which is not always the case in schools of the same organization, or in rival institutions. In 1832 I spent much time in the schools of Boston, to report plans of improvement for our own schools.

I was in all the schools then under the city government, and most of the important private schools, and sometimes found it difficult to obtain an entire knowledge of their operations. It was not always freely given, and occasionally was made confidential, as if other schools would be made as good, or better than their own. I expressed the thought, that had I plans of improvement in a school, I would readily impart the knowledge to others for their benefit and my own, by stimulating the scholars to new and more vigorous efforts for improvement. Such ennobling strife would be in the worthy and amiable spirit of one whose humble ambition prompted him to say:—"It contenteth me that I have lighted a candle for my neighbor."* Such a spirit aspires to carry out the beneficent purpose of the fiat of the Creator—"Let there be light." The drill and strict order of our schools, especially in the large primaries, strikes most favorably those not familiar with our system, and particularly impresses foreigners; and, indeed, it well may, for an observing and penetrating mind sees that there are important elements in it of moral force, when obtained by the persuasive influence of imitative motions, which begets a habit of obedience by which a well-trained school may be readily brought from buzzing disorder to quiet and rest, by a calisthenic drill; then by signal, brought to profound silence more effectually than by the finger-gong or compression-bell. The hand-bell is to better purpose. But how difficult to use it rightly; how it betrays the teacher's feelings, impatience, fretfulness, or anger? When well used, it disciplines both teacher and scholar. Silence may be gained by it even without sounding it. Hold the tongue or clapper, and move the hand at an angle upward and every eye in the front will see it, and silence at once be obtained. I have seen teachers merely reach the hand toward the bell and produce the same effect. Such skill and tact, however, are only attained by much self-control. The principle involved in this is too seldom thought of, and too little practised.

* Glauber, an early chemist.

How a gentle, quiet teacher wins and persuades to obedience, and keeps the strings of the heart in tune; not by the compression of a weight, which, when it is removed, disorder returns, but that which by the habitual pressure of persuasiveness subdues even the most boisterous. A sudden and loud noise may compel silence, but only for a moment. I have known the cane in the hand of the teacher rapped loudly on the desk, with a—rap-a-tap, tap!—giving the milk-man's noisy signal to drowsy housemaids, and then followed with a stentor command of, "Stop that noise"—which noise, that of the querulous master, or the factious scholar?

I have formerly remarked, that the Sunday schools were at one time a source of improvement to the common schools. It may not be here out of place to present some particulars of that interesting fact. In 1822, improved plans began to be introduced in the Sunday schools, by the use of selected and limited lessons from the Scriptures. These were analyzed by easy questions, answered by the words of the lesson read. Then after explanatory instruction, by more difficult questions. This exercise of the reflective faculties greatly improved the condition of the Sunday schools, whose scholars generally attended the public schools, and, of course, the same fruits of intelligence were soon observable there. From that time the teachers of the public schools were more successful with their classes, from the increased intelligence of their pupils, the effect, no doubt, of the analytical system introduced into the Sunday schools.

A similar advancement, and more marked, was again made in 1826, when the infant school system was introduced by the late Mrs. BETHUNE, the subject being brought to her notice by communications from her friend, Mr. PRUST, of Bristol, England. A public meeting was called, and failed of organizing a society for the establishment of such schools. When impatient of the delay of the committee to whom the subject was referred, a few benevolent ladies, at a private meeting, effected the purpose, and soon had several schools in successful opera-

tion. Sunday school infant classes were the next step in this interesting enterprise; till in 1828 schools on the same system were organized in connection with the Grammar Schools of the Public School Society. Being myself in the Sunday school, and also a trustee of that society, I had every opportunity of observing the effect of the several systems in both.

With the infant schools came object lessons—a little wheat-sheaf; fruit, flowers, withered leaves, grass, &c., but principally taught from pictures of scripture history. Children of four years and upward made up these classes. They were quiet and contented when kindly cared for, being allowed to swing their feet when on high benches, and when on low seats trained to put their feet flat on the floor, causing a pressure on the ball of the foot. This is necessary for ease and comfort, by hastening the returning blood from the extremities through the veins, thus animating them, and keeping them from moping, and the babes from getting asleep. Thus with ease of body and contentment of mind, many little companies of children might be seen in the galleries orderly and cheerful during the church service. The removal of the water-pail from sight, was the first lesson of patience and self-denial to these little pilgrims of Zion, as they might be called. As these classes were in rooms apart from the school, the teachers could vary the exercises, and sometimes train them to rise and sit, and other movements necessary for physical exercise to children so young.

I remember that in 1828 I had prepared for the infant class a large table, four by three, painted with a landscape, a boy and hoop, trees, grain, grass, and flowers, bird, dog, house, church, river, and boat. All which objects were also painted separately on blocks, each in turn set up before them on the table. It had drawers full of letters, distributed in compartments like printers' types, to form the words in grooves on the table of the object as spelt. The centre piece was for review of the lessons taught from the objects, and talked of again as they were pointed out. They were lessons of which they never

tired. From the dog might be taught fidelity. He might be called *Fidus*, faithful ; teaching them that faithfulness is, "to be *ever true*, in everything we *say* or *do*." This might be illustrated by anecdotes of the fidelity of the dog (of which there are numerous striking instances), and that in like manner they should be faithful to teachers and parents, doing all that is right which they require ; faithful to God, to obey all His laws, and that we should all ever be faithful to keep all our promises. Then give a lesson on the fifth commandment.

From the boy's hoop might be taught a lesson of eternity, of which it is the ancient symbol, as a circle having neither beginning nor end. This picture might lead to the subject of the fourth command, not to play hoop, nor kite, nor marbles,* on the Lord's day. The flowers and withered grass and leaves would open the way for lessons on the shortness of life—"We do all fade as a leaf." "Man cometh up like a flower, and is cut down." The church for a lesson on reverence to God, and His sanctuary. "Ye shall keep*my sabbaths and reverence my sanctuary." The sheep for a lesson of gentleness, and "the Good Shepherd that giveth His life for the sheep." "I am the good shepherd." The little wheat sheaf would represent "bread, the staff of life," and naturally introduce the subject of Divine Providence, and the petition of the Lord's Prayer, "Give us this day our daily bread." It is thus obvious that such lessons in the Sunday infant classes, with the analytical system there used as they advanced in grade, could but introduce to the common schools pupils intellectually impressed, very sure to give facility to their future instruction. Moral instruction from object-lessons might be profitably adapted to our Primary Schools by the same system.

I have spoken of the peculiar management of our schools, especially of the attractiveness of the exact drill and order so well calculated to impress the mind with the importance of its

* Marbles at no time, for it is gambling.

influence. It may here be of interest to state a fact or two, on that point. I now call to mind two instances in which it was productive of much practical good. A gentleman of rank from Florence, Italy, visiting the schools, was so deeply impressed with the value and need of such schools to his own country, that, on his returning home, he organized an infant school at Florence, under his own patronage, and sent here for apparatus and supplies. Another from South America, visited with me a number of our schools, and was especially attracted by the drill and order in our Primary Departments. At times he was affected to tears, saying: "Oh! that my country was so blest." He, on returning, wrote to a friend here a letter, containing the following paragraph: "I have laid aside the habiliments of war, and put my sword in its scabbard, and have begun to battle the worst enemy of my country—ignorance—and is it not, my friend, a glorious warfare?" This letter contained an order for some thousand slates and other supplies for schools about to be there organized. Such fruits from impressions made by observing the drill and discipline of our schools, suggested to me the advantage of inviting the parents of the scholars to be present at school-opening, that they might be favorably impressed with the good influences of such schools on their children. Such interviews at the school-room have already resulted in the reformation of irregular scholars; the parents thereafter acting with more decision in their home government. Long since, while in the Public School Society, I frequently met at the school-room, by appointment, parents and others, and always found good results from such interviews. Perhaps occasional receptions, if arranged without interfering with the business of the school, might also be of advantage in this respect.

The schools are at present embarrassed by passing through a change of discipline, in endeavoring to govern without corporal punishment. Some have attempted this too suddenly, and, of course, find some difficulties to contend with; and their success will depend very much on their skill and patience.

It is, however, gratifying that such efforts are making; and if not entirely successful, some good will have been effected. But it is painful to observe that some teachers have already fallen into the use of improper penalties of restraint, with others of doubtful benefit, as substitutes for the rod. They feel that they are restricted from corporal punishment, at least the record and report required of them, so affects them, that they are constrained to do without it. Schools may be managed without the rod, provided it be understood that it may be resorted to on failure of other proper penalties. All teachers may not have the skill and ability to govern without it, and every teacher requires authority to use it in order to give effectual force to their discipline. Obedience to authority must be secured, gently if it can be; but it is all-important to secure obedience. It touches the pupil's own deep interest, and teachers owe it as a sacred duty to society that has intrusted them with an office so high and responsible. For the right use of the rod, as a last resort, is a moral safeguard to law and order, in default of faithfulness in the discharge of parental duty. The child should be made to feel the majesty of law from earliest childhood, however obnoxious its restraints. It is the grand necessity of social life; and no future opportunity will be found when it may be so well taught as in school. Whatever code is adopted for our schools, the use of corporal punishment should, under very prudent restraint, be reserved in the hands of the principal of the school. Corporal punishment is the parent's prerogative, both in a legal view and by the higher law. Such an expression of parental disapprobation is, of course, often expected by children, who soon learn that other parents use the rod if theirs may not, and fear lest in an unlucky day they too may become subject to the same penalty. We may be sure that even primary scholars argue thus systematically in their reflective moments, which doubtless are more frequent than we will allow. As the teacher stands in the place of the parent, the use of corporal punishment is, also, *their* prerogative. The knowledge alone

that it may be used at discretion by the principal, has doubtless very great influence upon pupils to restrain them from evil, and keep them subordinate to authority, and may be entirely sufficient to the well-government of some children. It also strengthens the hands of teachers of feeble discipline in the class-room, and secures the abilities of those otherwise of excellent qualities, and often leads them to improvement and to become efficient teachers.

It will be allowed that the management and moral training of a school require penalties. Chastisement by the rod should be the last resort. A kind, patient, and vigilant teacher may govern well by the use of lesser penalties of restraint, with incentives from credit and demerit marks on the class-book, with honorary cards and certificates of approbation, lists of merit, &c. When the teacher of a class-room subjects a pupil to the discipline of the principal, it has greater influence with the pupil than is generally thought, even where no corporal punishment is resorted to; and with some pupils of peculiar temperament, the mere reference to the principal, is of greater influence than the face of the rod. Of this teachers should be capable of judging, by studying and familiarizing themselves with the disposition of their pupils, a study too much neglected by teachers. Many of the faults of children that annoy the teacher and disturb the class, arise from their carelessness and want of thought. Training to habits of thoughtfulness of their relative duties, as offences daily occur, if done in a spirit of kindness, with occasional lesser penalties, would soon bring the pupil to habits of order and docility. It is, however, necessary for this, that a school have rules promotive of good order (all are not so), neither too strict nor too many; and that there be a well-arranged economy of the school. "A place for everything, and everything in its place!" A school diary of exercises, so arranged that there be a full proportion for recesses, &c. It cannot be too often repeated that a cheerful countenance, with right inflection of voice, as a habit, will always give effect to any other effort.

The *manner* of teachers is much in obtaining order. Some teachers give orders in such a manner, as if they did not expect them to be readily obeyed, and in repetition of them increase the evil by a loud voice and petulant expressions. To be sure there must be energy. But it is not the fitful gust that rightly impels the noble ship, but the *strong* and *steady* gale; activity, earnestness, and vigilance, are sterling qualities in the Primary School teacher. There *must* be energy and earnestness in administering reproof; for mere reproof without some emotional expression, effects very little in the discipline of a school, and is quickly forgotten. It is, therefore, necessary sometimes that scholars learn your meaning not only from the tone of your voice, but also somewhat from the expression of countenance.

Both rewards and punishments should be distributed with the greatest caution; if too frequent and not strictly deserved, their good effect is lost. Children have a nice sense of justice. Let teachers then heed the Roman motto: "The greatest reverence is due to children." They sometimes infuse a spirit of ill-nature into their pupils, and make them perverse by rating them for every slip of disorder. This the pupil feels to be unreasonable, and becomes first indifferent, and then unwilling to obey; and sometimes obstinate. Penalties of the same kind too often used, or too long continued, are to little effect. Therefore, forget not the wholesome maxim, "Short punishments last long." Public exposure hardens young hearts; cultivate a sensibility to shame, by *hide-away* penalties, always turn the face of the offender from the school, and require them to stand to a chalk-mark, apart from the wainscot, the benches, or any leaning-post. Never make kneeling a penalty. It is the attitude of prayer, and sacred to reverence; neither require them to sit on the floor; it is contrary to all advice about cleanliness, especially should they be heard afterwards singing, "The Cleanly Rule." I fear the present dilemma will lead to reviving the barbarisms of the past—the fool's cap, the red woollen tongue, &c., and the criminal

badges outside the heart, instead of touching the feelings within. These will never cause feelings of shame or sorrow, but will increase the evils they are intended to cure. Let teachers by all means avoid harshness. A smooth brow, and gentle tones of voice with children, with a radiant smile, has all the power and influence with them, as sunshine on the plants. It invites the gracious dews of *such* obedience as will requite them for much of their gentle and anxious toils. I sometimes hear the heart-breathings of little children by the wayside. They say, "My teacher is so cross." I need not repeat what else was added. How it verifies the maxim of Fenelon, "They learn to love no one."

Teachers fail in discipline from want of vigilance, more than any other quality. In the schools, as in the state, vigilance is the strongest arm of the law. It prevents disorder in the school, as it detects the first symptoms, when a mere cautionary signal would put it down. These suggestions need be scrupulously followed, if teachers would maintain good discipline without the fear of corporal punishment. Due attention to them, will enable them by a gentler sceptre to rule in love. The possibility of such punishment occurring, undoubtedly has influence in effecting good conduct at home and at school. Therefore, it is wise to have it in reserve. That it advances scholarship, is still a mooted point, though the academic schools of Old England are in favor of it, and always have been. I think that with some dispositions it might tend to enfeeble efforts of memory. But as there is in the wayward heart of youth a prevailing tendency to idleness and sauntering, when other incentives or penalties fail, this consideration might urge to duty in respect to tasking. I think, however, that branch of school management might be successfully regulated without resort to such severity.

It is reluctantly conceded by Johnson, that the poet Milton was the last flogged at Cambridge. I should be in nowise reluctant that the present effort should issue in making a like era in some of our schools, by a similar record of a few of our

"inglorious Miltons." The foregoing remarks on corporal punishment are explanatory of my views, as expressed to a committee of the Board of Education on that subject, from which it may be observed I do not very widely differ from my associates in superintendence of the schools.

S. W. SETON,
Assistant Superintendent.

December, 1865.

TWENTY-FOURTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY AND COUNTY OF NEW YORK,

FOR THE YEAR ENDING DECEMBER 31, 1865.

New York :

WM. C. BRYANT & CO., PRINTERS, 41 NASSAU STREET, CORNER OF LIBERTY.

1866.



REPORT.

By the requirements of subdivision 10, of section 3, of "An Act relative to Common Schools in the City of New York," passed March 31st, 1854, it is the duty of the Board of Education—

"To make and transmit between the fifteenth day of January and the first day of February, in each year, to the State Superintendent of Public Instruction, and to the Common Council of the City of New York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children ; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose ; the length of time such schools shall have been kept open ; the amount of public moneys apportioned or appropriated to said schools or societies ; the number taught in each school ; the whole amount of money drawn from the City Chamberlain for the purposes of education, during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, and from all other, and what sources ; the manner in which such moneys shall have been expended ; and such other information as the State Superintendent of Public Instruction may, from time to time, require, in relation to Common School Education in the City and County of New York."

In fulfillment of that duty, the Board of Education respectfully

REPORT:

I. The whole number of schools within its jurisdiction during the past year was two hundred and sixty-eight, classified as follows:

Free Academy	-	-	-	-	-	-	-	-	-	-	1
Normal Schools	-	-	-	-	-	-	-	-	-	-	2
Grammar Schools for Boys	-	-	-	-	-	-	-	-	-	-	41
" " Girls	-	-	-	-	-	-	-	-	-	-	43
" " Mixed	-	-	-	-	-	-	-	-	-	-	9
Primary Schools	-	-	-	-	-	-	-	-	-	-	92
Colored Schools	-	-	-	-	-	-	-	-	-	-	7
Corporate and Asylum Schools	-	-	-	-	-	-	-	-	-	-	15
Evening Schools (including four for colored people)	-	-	-	-	-	-	-	-	-	-	48

268

II. Reports have been made to the Board of Education, within the time limited for that purpose, from all schools named above, including the following Corporate and Asylum Schools:

1. New York Orphan Asylum.
2. Roman Catholic Orphan Asylum.
3. Protestant Half-Orphan Asylum.
4. Society for Reformation of Juvenile Delinquents.
5. Leake and Watts Orphan Asylum.
6. Colored Orphan Asylum.
7. American Female Guardian Society.
8. New York Juvenile Asylum.
9. House of Reception of New York Juvenile Asylum.
10. Five Points House of Industry.
11. Ladies' Home Missionary Society.
12. Children's Aid Society.

III. The schools or societies from which reports have been made to the Board of Education within the time limited for that purpose; the length of time such schools have been kept open; the amount of public money apportioned or appropriated

to said schools or societies respectively, and the number taught in each school, as ascertained by the mode prescribed by law, are shown in the accompanying Schedule, No. 3.

The whole amount deposited with the City Chamberlain, for the purpose of Education during the year ending December 31, 1865, was - - - - - \$2,298,508 58

Derived as follows

Amount from the State - - - - -	\$252,265 54
An equal amount from the County - - - - -	252,265 54
One-twentieth of one per cent. of \$634,595,040, the valuation of real and personal property in the city in 1864 - -	317,297 50
Tax five dollars for each scholar taught during the year ending October 1, 1864, as per official returns, 205,336 - - -	1,026,680 00
Additional amount authorized by Act of the Legislature passed March 3d, 1865 - - - - -	450,000 00
Total fund, - - - - -	\$2,298,508 58

The payments were as follows :

Amount paid the City Chamberlain over draft in warrants issued in 1864 - - - - -	\$86,533 77
Salaries of Teachers in Ward Schools - - - - -	1,287,790 10
Salaries of Janitors " " - - - - -	57,075 36
Incidental expenses of " " including fuel - -	137,400 57
Support of the Free Academy, salaries, supplies, &c. -	94,241 58
Repairs " " - - - - -	1,424 46
Repairs through the Shop, Ward School Buildings, &c. -	5,631 92
Support of Normal Schools, salaries, supplies, &c. - - -	6,781 33
Support of Evening Schools, salaries, supplies, and repairs	89,559 14
Supplies through the Depository, books, stationery, &c., for Ward Schools, purchases - - - - -	159,944 57
Rents of School Premises - - - - -	19,397 98
Salaries of Officers of the Board - - - - -	47,753 24
Incidental expenses of the Board, stationery, printing, repairs, &c., &c., - - - - -	35,693 73
Apportionment to Corporate Schools - - - - -	35,904 10
Pianos for Ward Schools - - - - -	1,717 00

Payments for erecting, furnishing, and heating &c., Ward School Buildings, on appropri- ations made prior to 1865, including \$1,400 for Pianos - - - - -	\$114,259 33
Payments for sites, erecting, altering, repairing, heating, and furnishing Ward School Build- ings, on appropriations made during the year 1865 - - - - -	196,880 45
	<hr/> \$311,139 78
Total payments per warrants issued - - - -	\$2,377,988 69
From which deduct the available fund for the year - -	2 298,508 58
	<hr/>
Leaving an excess in warrants issued to be provided for from the fund of the next year - - - - -	<hr/> \$79,480 11

In 1864 the whole number taught in all the schools under the control of the Board of Education, and also the Corporate Schools, was :

Free Academy - - - - -	810
Ward Schools—	
Boys' Departments - - - - -	28,838
Girls' Departments - - - - -	25,726
Primary Departments - - - - -	79,248
Primary Schools - - - - -	37,670
Colored Schools - - - - -	2,235
Evening Schools—	
Male - - - - -	14,303
Female - - - - -	6,243
Corporate Schools - - - - -	12,461
Normal Schools - - - - -	550
	<hr/>
	208,084
	<hr/>

During the present year the whole number taught is:

Grammar Schools and Primary Departments	- -	140,62
Primary Schools	- - - - -	38,155
Colored Schools	- - - - -	2,112
Evening Schools	- - - - -	24,056
Free Academy	- - - - -	788
Normal School	- - - - -	569
		<hr/>
Total Ward Schools	- - - - -	206,309
New York Orphan Asylum	- - - - -	183
Roman Catholic Orphan Asylum	- - - - -	904
Protestant Half-Orphan Asylum	- - - - -	200
House of Refuge	- - - - -	1,475
Leake and Watts Orphan House	- - - - -	164
Colored Orphan Asylum	- - - - -	241
American Female Guardian Society and Home Industrial School	- - - - -	2,941
New York Juvenile Asylum	- - - - -	1,032
House of Reception of do	- - - - -	839
Ladies' Home Missionary Society	- - - - -	1,117
Five Points House of Industry	- - - - -	1,664
Children's Aid Society	- - - - -	2,680
		<hr/>
Total	- - - - -	219,749
		<hr/>

This statement shows an increased attendance in the Day and Evening Schools of 11,665 over the previous year.

FINANCIAL EXHIBIT FOR THE LAST TEN YEARS.

The following is a summary statement of the revenues of the Board of Education for each year for the past ten years:

REVENUE.	1865.	1864.	1863.	1862.	1861.	1860.	1859.	1858.	1857.	1856.
State Apportionment.....	\$252,265 54	\$250,616 99	\$245,080 84	\$212,768 99	\$212,768 99	\$207,990 35	\$207,233 95	\$212,839 55	\$202,505 90	\$144,283 41
Equal amount by city.....	252,265 54	250,616 99	245,080 84	212,768 99	212,768 99	207,990 35	207,233 95	212,839 55	202,505 90	144,283 41
Tax of 1.30th of 1 per ct.....	817,297 50	297,077 00	283,968 00	290,728 65	290,728 65	275,961 54	243,497 14	260,273 64	233,570 00	253,267 99
Amount of fixed funds.....	\$921,938 58	\$798,310 98	\$776,148 86	\$716,291 68	\$716,291 68	\$691,943 26	\$680,168 04	\$684,051 74	\$661,681 90	\$581,412 71
Additional estimate.....	1,476,680 00	968,639 02	673,838 23	642,143 47	588,708 27	566,883 74	565,585 96	589,961 26	433,759 03	471,941 65
Amount raised for the year..	\$9,298,206 68	\$1,787,000 00	\$1,450,000 00	\$1,209,435 10	\$1,200,000 00	\$1,272,781 00	\$1,246,000 00	\$1,234,018 00	\$1,100,410 88	\$1,095,264 26

COMPARATIVE PAYMENTS.

The following table gives the details of the Payments which have been made by the Board of Education during each of the last ten years:

	1895.	1896.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.	1908.
Free Academy.....	\$95,666 04	\$85,168 88	\$64,001 87	\$53,592 16	\$51,256 26	\$43,915 73	\$52,631 29	\$48,640 84	\$46,926 76	\$45,926 76	\$45,926 76	\$45,926 76	\$45,926 76
Normal Schools.....	6,781 83	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05	5,691 05
Teachers in Ward Schools.....	1,297,739 10	1,090,114 66	894,009 83	759,627 04	714,693 78	690,589 99	694,587 18	538,811 44	498,748 44	498,748 44	498,748 44	498,748 44	498,748 44
Janitors.....	181,075 86	64,745 47	188,784 84	140,556 78	98,278 48	84,381 03	80,391 78	87,144 88	83,850 83	83,850 83	83,850 83	83,850 83	83,850 83
Incidental Expenses.....	89,349 14	79,681 07	89,089 70	41,583 13	23,977 17	84,791 09	80,688 08	77,151 96	84,916 88	84,916 88	84,916 88	84,916 88	84,916 88
Expenses of Shop.....	5,031 92	13,957 01	13,169 77	16,983 06	18,748 78	11,500 18	6,588 89	77,349 88	51,205 78	51,205 78	51,205 78	51,205 78	51,205 78
Supplies from Depository to Ward Schools.....	159,944 57	105,787 19	96,680 28	90,616 28	70,608 95	64,550 81	72,485 73	68,856 76	78,598 73	78,598 73	78,598 73	78,598 73	78,598 73
Rent of School Premises.....	23,977 98	31,983 02	19,135 75	19,135 00	22,444 13	18,373 80	18,509 85	13,900 56	10,599 81	10,599 81	10,599 81	10,599 81	10,599 81
Corporate Schools.....	83,904 18	82,248 26	80,613 76	80,615 00	89,072 00	89,996 87	89,009 00	89,193 59	88,692 83	88,692 83	88,692 83	88,692 83	88,692 83
Improving Buildings.....	118,699 08	18,548 81	7,859 73	29,667 00	88,293 47	89,999 47	87,768 14	49,696 02	48,977 46	48,977 46	48,977 46	48,977 46	48,977 46
Purchases of Sites.....	63,000 00	32,750 00	85,800 00	77,350 00	...	...	1,970 00	50,500 00	43,901 71	43,901 71	43,901 71	43,901 71	43,901 71
Erecting New Buildings.....	83,917 93	118,755 90	75,907 69	54,419 75	48,970 55	68,281 80	59,561 61	66,043 04	101,727 70	101,727 70	101,727 70	101,727 70	101,727 70
Fitting up and Furnishing.....	83,959 88	30,029 75	7,369 00	46,269 77	27,693 70	20,107 81	36,518 70	88,445 18	88,516 78	88,516 78	88,516 78	88,516 78	88,516 78
Incidental Expenses, B. of E.	85,698 78	82,754 76	69,890 77	8,278 25	41,925 91	49,383 97	36,411 87	88,001 01	29,247 95	29,247 95	29,247 95	29,247 95	29,247 95
Planes.....	8,117 00	1,181 75	3,866 00	8,278 25	6,495 00	...	...	...	...	...	...	...	...
Warming and Ventilating.....	84,367 88	17,583 27	18,910 60	57,208 87	11,693 79	...	...	...	...	...	...	...	...
Totals.....	\$9,341,238 56	\$1,774,978 08	\$1,492,433 85	\$1,418,068 87	\$1,943,964 67	\$1,323,667 84	\$1,109,565 21	\$1,180,383 70	\$1,101,081 08	\$1,101,081 08	\$1,101,081 08	\$1,101,081 08	\$1,101,081 08

* Included in "Improving" and "Erecting New Buildings."

STATE SCHOOL TAX.

The table annexed shows the State School Tax levied in each year, during the last thirteen years, on the taxable property of the State, the amount collected in the city of New York, with the sum re-apportioned :

YEARS.	Aggregate State Tax for Schools.	Amount of School Tax paid by the City to the State.	Amount of School Tax apportioned to New York City by the State.
1858.....	\$800,000 00	\$211,553 19	\$127,701 05
1861.....	800,000 00	257,616 11	181,808 48
1865.....	800,000 00	271,689 40	192,711 83
1866.....	1,072,863 88	328,905 87	146,563 41
1867.....	1,078,768 97	390,405 96	202,905 90
1868.....	1,032,833 75	393,416 98	212,890 55
1869.....	1,052,573 04	329,677 61	207,332 95
1869.....	1,064,473 15	412,550 00	207,090 25
1861.....	1,064,473 15	412,550 00	212,768 99
1862.....	1,031,323 57	423,209 40	245,050 34
1868.....	1,087,509 90	412,218 23	250,616 99
1864.....	1,090,941 11	410,563 02	252,265 54
1865.....	1,127,749 90	492 000 12	260,806 82
Total.....	\$13,147,294 87	\$4,851,807 09	\$2,594,491 05

From the above statement, it appears that the amount of State School Tax paid by this city, during the last twelve years, was..... \$4,851,307 09
The amount apportioned to this county by the State during the same period, was..... 2,594,491 05
Amount retained by the State Government for distribution in other counties..... 2,256,816 04

COURSE OF STUDIES OF THE GRAMMAR AND PRIMARY SCHOOLS.

Course of Studies in Primary Schools.

FIFTH GRADE.

ALPHABET CLASS.—*Reading* alphabet and familiar words from blackboard or chart; exercises in enunciating simple elementary sounds of letters.

Numeral Frame.—Counting and adding on numeral frame by ones and by twos.

Arabic Figures.—Reading at sight any number from 1 to 99.

Object Lessons.—Teaching the children, by means of common objects, to observe simple forms, colors, positions, and parts of objects, of the human body, and of familiar animals; each lesson to be conducted with the view to cultivate *habits of attention and observation*.

PRIMER CLASS.—*Reading and Spelling* from charts, blackboard, and primer, with illustrations of the meaning of the words used; exercises in enunciating elementary sounds of letters.

Numeral Frame.—Adding on numeral frame by twos, threes, fours, and fives; also, taking away ones, twos, and threes from greater numbers.

Arabic Figures.—Reading at sight, numbers through three figures (999), and writing numbers on slates as far as 100.

Roman Numbers.—I, V, and X, with their combinations.

Object Lessons.—The subjects of the alphabet class continued, with new objects and illustrations.

Use of Slates.—Printing easy words, and copying simple figures from the blackboard.

Lessons in Morals and Manners—inculcated with appropriate illustrations by means of incidents, anecdotes, &c. Similar lessons to be given in the Alphabet Class.

N. B.—No exercise in the fifth grade should exceed twenty minutes in length at one time.

FOURTH GRADE.

Reading—in a First Reader.

Spelling—with the meaning of the words explained to the pupils; also, spelling short words by their elementary sounds.

Punctuation—the names and general uses of the common marks.

Roman Numbers—through I, V, X, L, and C, and their combinations.

Numeration—through six figures (100,000); writing numbers on slates.

Tables.—Adding with and without the numeral frame, by fours, fives, sixes, sevens, eights, nines, and tens; also, taking threes, fours, and fives from greater numbers.

Mental Arithmetic.—Simple questions in addition, chiefly with concrete numbers.

Object Lessons—on form, color, place, size, and parts of objects, for leading the pupils to make observations on common things not in the school room. Let the Teacher give simple descriptions of familiar objects, and the pupils give their names from the descriptions.

Lessons in Morals and Manners—continued by means of school incidents, reading lessons, &c.

THIRD GRADE.

Reading—in the last half of a First, or the first half of a Second Reader.

Spelling—with simple *definitions*; also, spelling by the elementary sounds, as far as necessary to correct faults in pronunciation.

Punctuation—with the uses of the common marks in the sentences read.

Roman Numbers—through C, D, and M.

Written Arithmetic.—Numeration through 100,000,000; addition through examples of six or seven short columns.

Mental Arithmetic.—Simple questions in addition and subtraction.

Multiplication Table—through 6 times 12.

Object Lessons—continued on form, color, place, size, and human body, with lessons on animals, plants, common minerals, and qualities and uses of objects, directing the children's attention to such qualities only as may be readily perceived. Place forms, familiar objects, and pictures, before the pupils, and request them to give simple descriptions.

Lessons in Morals and Manners—continued.

SECOND GRADE.

Reading—in a Second Reader.

Spelling and Definitions—the meaning of words illustrated by their use in short oral sentences; also, exercises in elementary sounds, continued as above.

Punctuation—continued with applications.

Roman Numbers—reviewed.

Written Arithmetic—through subtraction, and in multiplication by one figure.

Mental Arithmetic—in subtraction and multiplication.

Multiplication Table—through 12 times 12.

Drawing and Writing on Slates—from copies on blackboard or charts.

Object Lessons.—Extend the subjects of the preceding Grade.
Lessons in Morals and Manners—continued.

FIRST GRADE.

Reading.—Lessons of the grade of those in the last half of a Second Reader.

Spelling and Definitions—the pupils to illustrate the meaning of words by using them in short sentences, oral or written.

Written Arithmetic—through multiplication, and division by two figures, with simple practical applications.

Mental Arithmetic—in multiplication and division.

Tables—division, time, weights, measures, and federal money, taught by illustrations, as far as practicable.

Geography—from outline maps—the Hemispheres, and North and South America; also, the definition and description of continents, mountains, islands, bays, rivers, &c.

Writing and Drawing on Slates—from copies, also writing from dictation, words and short sentences.

Object Lessons—select objects that require descriptions which will embrace form, color, size, parts, uses, materials, &c. Extend place so as to include the chief objects in the local geography of the city, and the prominent localities in its vicinity; adding descriptions necessary to prepare the pupil for an intelligent use of text-books on Geography.

Lessons in Morals and Manners—continued.

Vocal Music—practised throughout the school.

In Primary Schools, no Lessons to be Studied after School Hours.

In the Primary Schools, no lesson shall be given to be studied after school hours, nor shall any text-book be taken from the schools, except by the pupils in the two higher classes.

Promotions from Primary Schools, how and when made.

No pupil shall be promoted from any Primary School, unless examined in the highest grade of studies provided for Primary Schools, and found to be qualified by the Principal of the Grammar School to which the promotion is to be made, or by the City Superintendent or such of his Assistants as he may designate for that purpose, and when so found qualified, such promotion shall be immediately made by the Principal of the Primary School. Promotion from a lower to a higher class shall in all cases be made when, on examination, the City Superintendent or his Assistant shall find the whole or any portion of such lower class qualified for such promotion.

Course of Instruction in Grammar Schools.

GRADE VI.

Reading, of the grade of a Third Reader, with a review of punctuation and Roman numbers, and exercises on the subject-matter of the lessons; Spelling and Definitions, from the reading lessons, with exercises on the formation, spelling, and definition of compound and derivative words; the meaning of words also to be illustrated by requiring the pupils to use them in sentences; Written Arithmetic, through the simple rules and federal money, with practical applications; Mental Arithmetic, as far as in Written Arithmetic, to include exercises in the analysis of operations and examples, and in rapid calculation without analysis; Tables of weights, measures, &c., reviewed, with practical illustrations; Geography—Primary Geography reviewed, and Outlines of North America, including the United States, with definitions, and illustrations by means of the globe, of the form, magnitude, and motions of the earth, latitude and longitude, &c.

GRADE V.

Reading, of the grade of a Third Reader (latter half), with exercises as in the Sixth Grade; Spelling and Definitions,

from the reading lessons, with the exercises of the preceding grade, continued; Written Arithmetic, through common fractions, with their simple practical applications; Mental Arithmetic to the same extent as in Written Arithmetic, with exercises in analysis and calculation; Geography—to include a full knowledge of the United States and the other divisions of North America, including Descriptive Geography.

GRADE IV.

Reading, of the grade of a Fourth Reader, with exercises as in the preceding grades; Spelling and Definitions, as in the preceding grades, with instruction in the meaning of the prefixes of derivative words; Written Arithmetic, through decimal fractions, and their practical applications, with a review of common fractions; Mental Arithmetic—analysis of common and decimal fractions, with exercises in calculation; Geography, local and descriptive, through South America, with a review of North America; English Grammar commenced—the analysis and parsing of sentences containing principal parts and simple word adjuncts, with definitions of the terms used.

GRADE III.

Reading, of the grade of a Fourth Reader (latter half), with particular attention to emphasis, intonations, and variety of expression, and with exercises on the subject-matter continued; Spelling and Definitions, from the reading lessons, with exercises in writing miscellaneous words from dictation, and instruction in the prefixes and suffixes of derivatives; Written Arithmetic, through the compound rules and reduction, with denominate fractions both common and decimal; Mental Arithmetic—a review of preceding grades, with exercises in calculation and analysis applied to compound numbers and denominate fractions; Geography, both local and descriptive, through Europe and its divisions; English Grammar—the analysis and parsing of sentences, with simple phrase or clause adjuncts; History of the United States—early discoveries, and the outlines of Colonial History.

GRADE II.

Reading, of the grade of a Fifth Reader, with exercises as in the Third Grade; Spelling, from the reading lessons, with exercises in writing miscellaneous words, and in the analysis and construction of words according to the rules for spelling; Definitions, from the reading lessons, with instructions in Etymology, including the prefixes and suffixes, and easy Latin roots; Written and Mental Arithmetic, through percentage and its applications to commission, insurance, stocks, and interest, both simple and compound; Geography, both local and descriptive, through Asia, Africa, and Oceanica; English Grammar—the analysis and parsing of easy complex and compound sentences, with exercises in the correction of false syntax, and in composition; History of the United States, through the War of the Revolution; Algebra (for boys only) through fractions.

GRADE I.

Reading, Spelling, and Definitions, as in the Second Grade; Etymology continued, with the analysis of words and their formation from given roots; Written and Mental Arithmetic, for girls, through the problems of interest, discount, profit and loss, and proportion; for boys, through evolution; exercises as in preceding grades; Geography, local and descriptive, reviewed, with outlines of Physical Geography, and exercises in map-drawing; English Grammar—the analysis and parsing of sentences of ordinary construction, with the correction of false syntax, and exercises in composition; History of the United States—outlines completed and reviewed; Astronomy—the solar system, with a description of the sun and planets, and definitions of terms; Constitution of the United States and Book-keeping (for boys exclusively); Algebra (for boys), through simple equations.

Penmanship shall be taught in each grade of the above course. Instruction in sewing may be given in the Female Schools.

Every pupil passing a thorough examination in the studies prescribed for the Grammar School Course, shall receive a certificate of graduation for that course, which shall entitle to promotion to the Supplementary Course.

Supplementary Course of Studies for Female Grammar Schools.

In addition to the regular course of studies above prescribed, the following Supplementary Course may be pursued in the Female Grammar Schools.

SECOND GRADE.

For a period not less than one year : Arithmetic and English Grammar reviewed ; Physiology ; Astronomy ; Algebra, through simple equations ; Natural Philosophy, including mechanics, hydrostatics, and pneumatics ; Ancient History ; Geometry, through the first book of Legendre, or an equivalent ; Composition ; Elocution.

FIRST GRADE.

For a period not less than one year : Review of English Grammar and Arithmetic ; Algebra, through quadratic equations ; Higher Astronomy ; Natural Philosophy, completed ; Rhetoric and Composition ; Modern History ; Geometry through the fourth book of Legendre, or an equivalent ; Elocution.

Supplementary Course for Male Grammar Schools.

The following course of studies may be pursued in the Male Grammar Schools, to occupy one year or more, as may be necessary :

Arithmetic and English Grammar, continued and reviewed ; Algebra, through quadratic equations ; Geometry—first four books of Legendre, or an equivalent ; Mensuration ; Elements of Natural Philosophy, Chemistry and Astronomy ; Science of

Government, including a knowledge of the Government of the United States, and the general provisions of the State Constitutions, with a brief outline of municipal and international law; Book-keeping; Mechanical and Architectural Drawing; Declamation and Composition.

Students for Supplementary Course, how Selected.

The City Superintendent of Schools, or one of the Assistant Superintendents, shall select, at every examination of a Grammar School, such of the pupils as may be found qualified to pursue the Supplementary Course, and additional pupils, who have not attended any Grammar School during the year next previous, may also be admitted to the Supplementary Course by the principal of the school; but no class shall be formed in the Supplementary Course with less than fifteen pupils, nor shall any such class be continued if the actual average attendance of pupils, for a period of three months, be less than fifteen.

Music, Drawing, Latin, German, &c.

Exercises in vocal music shall be given in each Primary and Grammar School; and instruction in musical notation and reading shall be given to the pupils of the First, Second, and Third Grades, and of the Supplementary Course in Grammar Schools; Drawing, with exercises in perspective, and the delineation of objects, shall be taught in the same grades. The Board of Trustees may also authorize the Latin Language to be taught in any Grammar School in the Ward in which the Supplementary Course is pursued; but the same shall be taught only by teachers employed in the schools to give instruction in other branches of study. The French or German language may be pursued in connection with the studies of the first and second grades, and the Supplementary Course of studies.

A Weekly Review in Each Class.

Once in each week there shall be in every class of each course, a review of the studies of the previous week, at which review all text-books shall be laid aside by teachers and pupils.

Pupils Passing Examination in Studies of Supplementary Course Entitled to Graduation.

Every pupil passing a thorough examination in the studies prescribed for the Supplementary Course, shall be entitled to a full certificate of graduation.

Regulation of Studies Out of School.

No lesson shall be given to a pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher to the class; nor shall the lessons assigned for such preparation be such as to require a period of study each day, in the case of a child of average capacity, longer than two hours.

Exercises in grammatical analysis and parsing, and written and mental arithmetic, shall not be assigned for home study, except to pupils in the First Grade, or the Supplementary Course.

Limitation of Studies to the Prescribed Grade.

The studies of each grade shall be pursued in the order herein prescribed, and without the addition of any study or studies belonging to a higher grade or to the Supplementary Course.

Review to Precede Examination for Promotion.

Every examination for promotion to a higher grade shall be preceded by a thorough review of all the studies pursued in the previous one.

City Superintendent to Report Violation of Course of Studies.

It shall be the duty of the City Superintendent, and his Assistants, at each visitation of a school or department, to inquire specially whether the provisions relating to the Course of Study have been strictly followed; and the City Superintendent shall, without delay, report the case of any violation of the same to the Board, stating the name of the principal of the school and the teacher of the class, concerned in such violation.

SUBJECTS OF SCHEDULES.

SCHEDULE No. 1—Contains the names of the members of the Board of Education, the Employees of the Board, and the Committees and School Officers of the different Wards.

SCHEDULE No. 2—Contains the names of the Faculty and Instructors in the Free Academy, and the Teachers in the Ward and Primary Schools.

SCHEDULE No. 3—Shows the length of time each School has been kept open, and the average attendance, and the whole number taught in the several Schools during the year ending December 31, 1865.

SCHEDULE No. 4—Shows the expenses incurred for Teachers' and Janitors' salaries, Books, Stationery, Fuel, &c., in the Ward Schools of each Ward, and the value of Supplies from the Depository, and Repairs through the Shop, for the year ending December 31, 1865.

SCHEDULE No. 5—Shows the revenue and expenditures of the Free Academy and Evening Schools, for the year ending December 31, 1865.

SCHEDULE No. 6—Contains the names of Instructors employed at the Free Academy, with the salary of each.

SCHEDULE No. 7—Contains the location, size, and cost of site, size, cost, and date of erection, of each School building.

SCHEDULE No. 8—Shows the amount expended for Repairs, Materials, &c., through the Shop, for the year ending December 31, 1865.

Plans and description of Grammar School-House No. 15, in the Eleventh Ward, altered and enlarged during the year 1865, and maps of the School sites and buildings thereon, with accompanying descriptive lists, will also be found in their proper places.

The Appendix contains the Annual Reports of Samuel S.

Randall, City Superintendent of Schools, and Messrs. Kiddle, Jones, Calkins and Seton, his Assistants.

Also the Annual Report of the operations and condition of the Free Academy.

The Board is gratified to have it in its power to state that this Report shows that the educational facilities for the children of our citizens have been greatly augmented during the past year, and that the schools under its control are constantly growing in popularity.



By order of the Board.

JAMES M. McLEAN,
President.

THOMAS BOESÉ,
Clerk.

SCHEDULE No. 1.

MEMBERS OF THE BOARD OF EDUCATION, FOR THE YEAR 1865.

JAMES M. McLEAN, PRESIDENT.

*MEMBERS ELECTED BY SCHOOL DISTRICTS IN 1864,
WHOSE TERM OF OFFICE EXPIRES DECEMBER 31, 1867.*

1st District, comprising 1st, 2d, 3d, 4th, 5th, 6th, and 8th Wards.
JAMES B. DUPIGNAC.

2d District, comprising 7th, 10th, 13th, and 14th Wards.
JOHN HAYES.

3d District, comprising 9th and 16th Wards.
JAMES W. FARR.

4th District, comprising 11th and 17th Wards.
JOHN F. TURNER.

5th District, comprising 15th and 18th Wards.
S. WEIR ROOSEVELT.

6th District, comprising 20th and 21st Wards.
JAMES M. McLEAN.

7th District, comprising 12th, 19th, and 22d Wards.
WILLIAM HITCHMAN.

*MEMBERS ELECTED BY WARDS IN 1863,
WHOSE TERM OF OFFICE EXPIRES DECEMBER 31, 1865.*

WARDS.

1. PATRICK MAHER,
2. JAMES F. HOBAN,
3. EDWARD B. HEATH.
4. ARTHUR O'DONNELL,
5. JAMES M. TUTHILL,
6. TIMOTHY BRENNAN,
7. WILSON SMALL,
8. WALTER W. ADAMS,
9. JACOB C. BOGERT,
11. CHARLES PERLEY, Jr.,

WARDS.

13. THOMAS BROWN,
14. HENRY P. WEST,
15. WASHINGTON MURRAY,
16. SAMUEL B. H. VANCE,
17. JAMES L. MILLER,
18. WILLIAM H. NEILSON,
19. THOMAS McSPEDON,
20. JAMES L. HASTIE,
21. HENRY HILTON,*
22. BENJAMIN P. FAIRCHILD.

* Appointed by the Board of Education in place of Francis Lieber, resigned.

3.—*Committee on Evening Schools.*

MR. TURNER,

Mr. Maher,
Mr. Perley,

Mr. West,
Mr. O'Donnell.

4.—*Finance Committee.*

MR. VANCE,

Mr. Bogert,
Mr. Brennan,

Mr. Small,
Mr. West.

5.—*Committee on Sites and New Schools.*

MR. TUTTILL,

Mr. McSpedon,
Mr. Turner,

Mr. Heath,
Mr. Hastie.

6.—*Committee on School Furniture.*

MR. HITCHMAN,

Mr. Fairchild,
Mr. Hastie,

Mr. Heath,
Mr. Parley.

7.—*Committee on Warming and Ventilation.*

MR. HAYES,

Mr. Farr,
Mr. Dupignac,

Mr. Hitchman,
Mr. McSpedon.

8.—*Committee on Buildings.*

MR. MILLER,

Mr. Bogert,
Mr. Adams,

Mr. Small,
Mr. Brown.

9.—*Committee on Supplies.*

MR. BRENNAN,

Mr. Vance,
Mr. Farr,

Mr. Dupignac,
Mr. Miller.

10.—*Auditing Committee.*

MR. ADAMS,

Mr. Brown,
Mr. Horan,

Mr. West,
Mr. Turner.

11.—*Committee on By-Laws and Regulations.*

	Mr. WHEAT,	
Mr. Murray,		Mr. Hayes,
Mr. Fairchild,		Mr. Horan.

12.—*Committee on Elections and Qualifications.*

	Mr. McSPEDON,	
Mr. Bogert,		Mr. Horan,
Mr. Murray,		Mr. Heath.

13.—*Committee on Course of Studies and School Books.*

	Mr. ROOSEVELT,	
Mr. Neilson,		Mr. Lieber,
Mr. Adams,		Mr. O'Donnell.

14.—*Committee on Teachers.*

	Mr. DUPIGNAC,	
Mr. Neilson,		Mr. Hastie,
Mr. Farr,		Mr. O'Donnell.

15.—*Committee on Appeals.*

	Mr. FAIRCHILD,	
Mr. Tutthill,		Mr. Lieber,
Mr. Brennan,		Mr. Maher.

INSPECTORS OF COMMON SCHOOLS, 1865.

1st District, comprising 1st, 2d, 3d, 4th, 5th, 6th, and 8th Wards.

George Duroche,	John Otterson,	Richard P. Cody.*
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2d District, comprising 7th, 10th, 13th, and 14th Wards.

Jesse G. Keys,	Robert Fair,	John Hecker.
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3d District, comprising 9th and 16th Wards.

George F. Merkle,	Alfred Moore,	James Kelly.
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* Appointed by the Board of Education in place of William B. Eager, Jr., resigned.

4th District, comprising 11th and 17th Wards.

Bernard P. Woods, Edward M. Perley, Andrew Mills.

5th District, comprising 15th and 18th Wards.

Robert Ennever, J. Crosby Brown, James W. Gerard.

6th District, comprising 20th and 21st Wards.

David W. Allen, Adolphus C. Rau, John H. Anthon.

7th District, comprising 12th, 19th, and 22d Wards.

Henry Clausen, Jr., John G. Tietjen, Hosea B. Perkins.



TRUSTEES OF COMMON SCHOOLS.

FIRST WARD.

John Casey,	Thomas Brennan,	Richard A. Barton,
James Fitzsimmons,	Patrick Baldwin,	James Curran.
Denis Keenan,		

SECOND WARD.

William C. Church,	Thomas Egan,	M. Carmody,
Jeremiah Coyne,	H. L. Powers,	John P. Huggins.
Elijah Curtiss,		

THIRD WARD.

John M. Minne,	Louis Portner,	John J. Finn,
John Suhr,	James McCluskey.	John Patten.
H. Howarth,		

FOURTH WARD.

Matthew Joyce,	F. Joseph Klein,	William Kennedy.
William Wagner,	Thomas White,	

FIFTH WARD.

A. W. Leggat,
Francis R. Tilton,

W. H. Burras,
J. H. Whitmore,

John Hewitt.

SIXTH WARD.

Walter Roche,
Robert Conway,
James Campbell,

John J. Warren,
George Pearson,

H. G. Schroeder,
Owen Kinney.

SEVENTH WARD.

James Collins,
James Moore,
William Dougherty,

Thomas Shells,
Dennis J. Twigg,

Benjamin C. Smith,
William H. Thrall.

EIGHTH WARD.

Matthias Clark,
Vacancy.
David A. Fowler,

Francis Fleet, M. D.
John B. Russell,

Thomas T. Everett,
John Aitken, Jr.

NINTH WARD.

James W. Booth,
E. Denison, M. D.,
James H. Townsend,

James Harrison,
Wm. H. Gedney,

Henry P. See,
Charles S. Wright.

TENTH WARD.

William McCaffil,
Charles E. Kugler,
Cornelius Corson,

George Snyder,
George Kinzer,

John C. Acheson,
George T. Patterson,

ELEVENTH WARD.

Hiram Wisner,
Charles Curtiss,

George McElvare,
Edward Meihling,

Joseph Wangler.

TWELFTH WARD.

Patrick McGann,
William Martin,
Benjamin Moore,

John Hart,
David H. Knapp,

John Scallon,
Wallace P. Birdsall.

THIRTEENTH WARD.

Frederick Holsten,
Francis Coan,
Thomas F. Brady,

Joseph H. Tooker,
Peter Relyea,

Frederick Germann,
William H. Tracy.

FOURTEENTH WARD.

William J. Kane,
Francis O'Reilly,
Cornelius P. Jourdan,

Patrick Brennan,
Henry Manron,

Michael Burke,
John Bush.

FIFTEENTH WARD.

William H. Draper,
Henry Panton,
William M. Allen,

James D. Oliver,
Josiah Lane,

Edward Schell,
Henry A. Tallor.

SIXTEENTH WARD.

Milton St. John,
Benjamin C. Wandell,
L. A. Rosenmiller,

Patrick Campbell,
H. C. Van Vorst,

James R. Leaming,
John De Lamater.

SEVENTEENTH WARD.

M. J. McCarthy,
George P. Stutzman,
Patrick McGrane,

James A. Carolin,
Fred'k C. Wagner,

Nicholas Seger,
Henry L. Slote.

EIGHTEENTH WARD.

Michael Ryan,
William Baird,

Edward Cooper,
Thomas Stevenson,

Joseph F. Joy.

NINETEENTH WARD.

Charles H. Lyons,
Peter Gudenrath,
Thomas Crimmins,

John Hogan,
Francis Stacom,

Thomas Kine,
H. H. Lee.

TWENTIETH WARD.

Gabriel Van Cott,
Edwin Dobbs,

Edward Schlichting,
John F. Williams,

John H. Tietjen,
James G. Dimond.

TWENTY-FIRST WARD.

John Stephenson,
Edward C. Johnson,
Thompson W. Decker,

Michael Gehegan,
Wealey S. Yard,

Andrew H. Pride,
Edward M. Banks.

TWENTY-SECOND WARD.

Stephen W. Simonson,
David Clarke,
Terence Riley,

William Seebach,
William H. Doherty,

John Jasper,
John M. Helck.

SCHEDULE No. 2.

*Names of Persons employed in the several Schools under the Control of the
Board of Education.*

FACULTY AND OTHER INSTRUCTORS IN THE FREE ACADEMY.

- Horace Webster, LL. D., President of the Faculty and Professor of Moral, Intellectual, and Political Philosophy.
- John Jason Owen, D. D., LL. D., Vice-Principal and Professor of the Ancient Languages and Literature.
- Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics and Secretary of the Faculty.
- John Augustus Nichols, LL. D., Professor of Mixed Mathematics.
- Charles Edward Anthon, A. M., Professor of History and Belle-Lettres.
- John Graeff Barton, A. M., Professor of the English Language and Literature.
- Jean Roemer, LL. D., Professor of the French Language and Literature.
- Agustin Jose Morales, LL. D., Professor of the Spanish Language and Literature.
- Hermann Joseph Aloys Koerner, Ph. D., Professor of Drawing.
- Robert Ogden Doremus, M. D., Professor of Chemistry and Physics.
- Adolph Werner, M. S., Professor of the German Language and Literature.
- John Christopher Draper, M. D., Professor of Natural History and Hygiene.
- Joel Tyler Benedict, A. M., Adjunct-Professor in the Department of Pure Mathematics.
- George Washington Huntsman, A. M., Adjunct Professor in the Department of Philosophy.
- Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.
- William Bienbauer Silber, A. M., Tutor in the Ancient Languages.
- Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.
- Alfred George Compton, A. M., Tutor in the English Language.
- Casimer Fabregou, A. M., Tutor in the French Language.
- James Godwin, A. M., Tutor in Pure Mathematics.

Lucien Oudin, A. M., Tutor in the French Language.

Solomon Woolf, A. M., Tutor in Drawing.

James Knox, A. M., Tutor in Drawing.

Fitzgerald Tisdall, A. M., Tutor in Ancient Languages.

James Edward Morrison, A. M., Tutor in History and Belle-Lettres.

Joseph E. Frobisher, Special Instructor in Elocution.

John H. Chambers, Registrar and Librarian.

Asa W. Wilkinson, M. D., Assistant in Laboratory.

Joseph Delany, Janitor.

Thomas Murphy, Assistant-Janitor.

James P. Kissner, Assistant in Repository.

TEACHERS IN THE WARD SCHOOLS.

SCHOOL NO. 1.

Vandewater street, near Pearl, Fourth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Oliver O'Donnell,	Mary A. Mahoney,	Mary A. Sweeny,
Oscar P. Howe,	Mary J. O'Leary,	Margaret Joyce,
Henry T. Carroll,	Catharine M. Fitzgibbon,	Eliza Hussey,
Kate E. O'Brien,	Lizzie McLoughlin,	Dora Pureell,
Dora E. Irvine,	Elizabeth A. McInerny,	Elizabeth A. O'Connell,
Mary Hurley,	Mary A. Bergman,	F. Augusta Williams,
Letitia Fitzgerald,	Mary F. Plunkett,	Margaret A. Shannon,
Eliza F. Carey.	Mary E. Reilly,	Mary G. Dougherty,
	Mary E. Leask,	Ellen McNamara,
	Helena A. Snares.	Mary A. McInerny,
		Mary A. Hannagan,
		M. Lizzie Murphy.
MUSIC TEACHER.	GERMAN TEACHER.	JANITOR.
Sarah A. Sweeny.	H. Grube.	Bernard Gougherty.

SCHOOL No. 2.

No. 116 Henry street, near Pike, Seventh Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.	
Nathaniel P. Henderson,	Matilda Mosher,	Sarah Conklin,	
Francis J. Haggerty,	Delia A. Masters,	Elizabeth A. Blanchard,	
Laura S. Porter,	Sarah M. Reeve,	Adaline E. Anderson,	
Margaret A. Barnum,	Catharine M. Williams,	Lucia M. Ritterband,	
Mary J. Swaine,	Ellen F. Shipsey,	Sarah F. Tonnison,	
Susan Adams,	Mary E. Whitehart,	Isabella Kerr,	
Ellen A. Hayes,	Julia Forsett.	Lottie H. Westcott,	
Hannah E. Condon.		Annie L. H. Bills,	
		Mary Hall,	
		Kate McCarthy,	
		Adaline M. Pollard.	
DRAWING TEACHER.	MUSIC TEACHER.	FRENCH TEACHER.	JANITOR.
Adale Bessie.	Kate Fitzpatrick.	Charles Rau.	James Twigg.

SCHOOL No. 3.

Hudson, corner of Grove street, Ninth Ward.

BOYS' DEPARTMENT.

David Patterson,
B. D. L. Southerland,
John Demarest,
John McCullough,
Mary J. Mead,
Louisa Barton,
Julia Hostin,
S. Victoria Walsh,
Emily Brown,
Emma Wainwright.

GIRLS' DEPARTMENT.

Isabella F. McCormick,
Elizabeth A. Pope,
Eliza J. Birch,
Mary J. Davis,
Margaret Patterson,
Charlotte E. Gamble,
Mary E. Wainwright,
Kate L. Terhune,
Josephine Warren,
Emma S. Jones,
Kate Miller.

PRIMARY DEPARTMENT.

Mary C. Brombush,
Sarah J. Dornan,
Louisa Cole,
Laura Burdett,
Helen Dunkin,
Elma Lent,
Kate Davis,
Mary Wells,
Charlotte Hurlbut,
Charlotte Dey,
Anna M. Gardner,
Theodosia Van Dyke,
Eugenia Mayereau,
Ellen E. Qua,
Annie Crawford.

DRAWING TEACHER.

Charles Severyn.

FRENCH TEACHER.

George Batchelor.

JANITOR.

Laban C. Stiles.

SCHOOL No. 4.

203 Rivington street, near Ridge, Thirteenth Ward.

BOYS' DEPARTMENT.

J. D. Demilt,
W. W. Smith,
B. W. Maples,
Margaret Miller,
Elizabeth J. Hunter,
Ann M. Robertson,
Mary E. Galvan,
Halina Parmenter,

GIRLS' DEPARTMENT.

Catharine White,
Jane Moon,
Albertine Cooley,
Martha Rhoades,
Jennette Robertson,
Lucy Roberts,
Fanny Requa,
Caroline Fraser.

PRIMARY DEPARTMENT.

Emily A. White,
Mary A. Leuba,
Mary Blair,
Julia A. Clark,
Ann E. White,
Josephine A. Cornwell,
Ruth Ross,
Ann E. Hackett,
Isabella Strong,
Martha L. Hughey,
Mary E. Riggs,
Kate L. Gaynor,
Charlotte E. Searle,
Selina Oldenburg,
Sarah L. Davin.

GENERAL ASSISTANT.

Lucretia A. Tooker.

MUSIC TEACHER.

G. H. Curtis.

GERMAN TEACHER.

Hugo R. Hutton.

JANITOR.

Cornelia Donigan.

SCHOOL No. 5.

Mott street, between Prince and Spring, Fourteenth Ward.

BOYS' DEPARTMENT.

William P. Byrne.
James F. Gilchrest,
Michael A. Birmingham,
Francis J. Gallagher,
Kate E. Hayes,
Margaret A. Smith,
Cassie J. McManus.

GIRLS' DEPARTMENT.

Mary J. Dowlin,
Mary J. Hunter,
Helena Connolly,
Emma J. Scatliff,
Eliza A. B. Dalton.

PRIMARY DEPARTMENT.

Mary J. Jones,
Mary E. McGill,
Jane A. Gormley,
Ellen T. Hayes,
Kate F. Sweeny,
Mary M. Goodwin,
Mary E. Dowling,
Maria Flynn,
Eliza A. McCosker,
Sarah Martin.

MUSIC TEACHER.

George W. Pettit.

GERMAN TEACHER.

Harman Wragé.

DRAWING TEACHER.

Francis O'Bryan.

JANITOR.

Patrick Droum.

SCHOOL No. 6.

Randall's Island, Twelfth Ward.

BOYS' DEPARTMENT.

Thomas P. Okie,
 Harriet J. Craver,
 Mary E. Bryan,
 Annie M. G. Cauty,
 Julia E. McKeivite,
 Annie B. Johnston,
 Jane E. Crawford,

MUSIC TEACHER.

David R. Tully.

PRIMARY DEPARTMENT.

Harriet J. Spofford,
 Margaret Hebbard,
 Mary A. Green,
 Elizabeth M. Hammond,
 Mary McMartin,
 Louisa Engelchurch,
 Bessie Billin,
 Bridget S. Colgan,
 Kate Hallaran.

JANITRESS.

Mary Kennedy.

SCHOOL No. 7.

No. 60 Chrystie street, between Hester and Canal, Tenth Ward.

BOYS' DEPARTMENT.

Samuel D. Allison,
 J. Frank Wright,
 Alexander D. Stratton,
 Robert B. MacLay,
 Clarissa A. Root,
 Harriet E. Irwin,
 Mary C. Lawrence,
 Barbara Forbes.

GIRLS' DEPARTMENT.

Sarah A. Bunker,
 Catharine V. Davis,
 Ellen L. Chapman,
 Catharine M. Reed,
 Maria A. Melvin,
 Mary V. Childs.

PRIMARY DEPARTMENT.

Margaret A. Boyd,
 Mary E. Miller,
 Amelia Souer,
 Charlotte B. Charlock,
 Maria L. Weaver,
 Mary E. McCormick,
 Helen V. Stagg,
 Ella J. Macklin,
 Maggie Vandewater,
 Sarah J. Tooker,
 Addie A. Havens,
 Margaret Beatson,
 Josephine E. Rogers,
 Emily Garretson.

DRAWING TEACHERS.

B. W. Ryder,
 Charles Severyn.

MUSIC TEACHER.

George F. Bristow.

GERMAN TEACHER.

Anton Fuster.

JANITOR.

G. W. Florenting.

SCHOOL No. 8.

No. 66 Grand street, between Laurens and Wooster, Eighth Ward.

BOYS' DEPARTMENT.

Sylvester G. Penfield,
Gilbert B. Hendrickson,
Henry W. Hayward,
Catharine Kane,
Sarah E. Hopper,
Mary C. Simmons,
Jeanette Jollie.

GIRLS' DEPARTMENT.

Catharine L. Conart,
Charlotte White,
Sarah E. Beers.
Georgiana Dugan,
Pauline L. Conart,
Annie Scofield,
Eliza Wilcox.

PRIMARY DEPARTMENT.

Christina L. Dugan,
Margaret Felt,
Susan R. Brown,
Rebecca N. Webb,
Emma Baisley,
Annie Thomas,
Juliet Pearson,
Sarah Mitchell,
M. Louise Qua,
Sarah Harrison,
Annie E. Carlile.

MUSIC TEACHERS.

Male Department.

Francis H. Nash,

Female Department.

Annie Barry.

Primary Department.

Annie Eager.

FRENCH TEACHER.

Female Department.

Annie Barry.

DRAWING TEACHER.

Male and Female Dep'ts.

Almira C. Fitz,

JANITOR.

John Mackey.

SCHOOL No. 9.

Corner Eighty-second street and Eleventh avenue, Twenty-second Ward.

BOYS' DEPARTMENT.

John Jasper, Jr.
Evander Childs, Jr.
Abby E. Hamlin,
Maggie S. Bainton.

GIRLS' DEPARTMENT.

Maris Jasper,
Mary A. Root,
Hollen E. L. Elliott,
Mary Macfarlane.

DRAWING TEACHERS.

Frank Melville,
Emily Fox.

MUSIC TEACHER.

Anna Mahon.

JANITRESS.

Esther Wunnenberg.

SCHOOL No. 10.

Wooster street, near Bleecker, Fifteenth Ward.

BOYS' DEPARTMENT.

Hiram M. Sanborn,
 R. B. Keyser,
 W. E. Marvin,
 M. J. Noon,
 Adelaide Lines,
 Esther Pratt,
 Sarah Osborne.

GIRLS' DEPARTMENT.

Frances A. Pond,
 Harriet H. Peake,
 Marie Barker,
 Annie M. Wiggins,
 Adelaide Brown,
 Charlotte Barr,
 Sarah E. Curry,
 Mary C. Kitchell.

PRIMARY DEPARTMENT.

Emilie W. Edmonds,
 Ophelia R. Beach,
 Marion A. Bliven,
 Sarah Faulda,
 Anna A. Bliven,
 Antoinette Brush,
 Georgiana Smith,
 Emily Burlew,
 Mary Brecht,
 Caroline W. Rehorn,
 Sarah J. Robinson,
 Augusta Polhemus.

MUSIC TEACHER.

George F. Bristow.

FRENCH TEACHER.

Hellene Muller.

DRAWING TEACHER.

Edward Miller.

PENMANSHIP.

Henry W. Ellsworth.

JANITOR.

John D. Breckenfeld.

SCHOOL No. 11.

No. 214 *West Seventeenth street, near Eighth avenue, Sixteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Alon. Hopper,	Mary A. Simms,	Abby N. Beale,
Duboise B. Frisbee,	Serena A. Goodwin,	Harriet F. Howe,
Silas W. Randall,	Elizabeth Loveridge,	Mary F. Vandervoort,
G. Morton Mitchell,	Julia De Con,	Helen M. Lindsay,
Mary R. Winchhell,	Bertha Wehle,	Wilhelmina Snyder,
Helen I. Duncan (float-	S. Amanda De Baun,	Jennie E. Plumb,
ing),	Louise B. Ennis,	Mary E. Bush,
Marion L. Young,	Ellen C. Walsh,	Elizabeth Ennis,
Margaret A. Boak,	Kate F. Ritchie,	Anna Murphy,
Elizabeth Beale,	Elizabeth Graham,	Elizabeth Thorne,
Phebe Conklin,	Kate Welsh,	Carrie S. Albertson,
Sarah J. Speers,	Rachel Brouwer,	Annie Witherall,
Charlotte Ecker.	Adeline V. Sutton (float-	Barbara Evans,
	ing).	Carrie S. Mitchell,
		Margaret Dall,
		Susan Byard,
		Martha Boiles,
		Margaret McNab,
		Ellen Hewlett,
		M. A. McGeachy (float-
		ing).

MUSIC TEACHER.	TEACHER OF NATURAL SCIENCES.	FRENCH TEACHER.
Jon. C. Woodman.	James Hyatt.	George Batchelor.

PENMANSHIP.
H. W. Ellsworth.

JANITOR.
James McDonald.

SCHOOL No. 12.

No. 371 Madison street, Seventh Ward.

BOYS' DEPARTMENT.

John H. Fanning,
 John J. Delaney,
 Oscar Hinchman,
 Mary Fawcett,
 Mary Ankers,
 Margaret V. Smith,
 Sarah G. Clarke.

GIRLS' DEPARTMENT.

Anna M. Marsh,
 Sarah Ga Nun,
 Annie E. Ryckman,
 Mary McAuley,
 Georgiana Blanck,
 Mary E. Rodman.

PRIMARY DEPARTMENT.

Sarah A. McAuley,
 Fanny Murray,
 Sarah A. Ball,
 Rachel M. S. Hulsart,
 Anna Adams,
 Annie M. Twigg,
 Bridget F. McCulloch,
 Maggie T. Mulvey,
 Bridget K. O'Brien,
 Mary A. V. Campbell,
 Maria T. Barrett.

DRAWING TEACHERS.

Male Department.

Charles Rau,

Female Department.

Adele Bassie.

MUSIC TEACHER.

Kate Fitzpatrick.

FRENCH TEACHER.

Charles Rau.

JANITOR.

Patrick Maher.

SCHOOL No. 13.

No. 239 East Houston street, near Norfolk street, Seventeenth Ward.

BOYS' DEPARTMENT.

Leonard Hazeltine,
Robert H. Pettigrew,
Nathan Upham,
Philip O'Bryan,
Mary J. McCoy,
Louisa R. Bildersee,
Sarah F. Le Petite,
Minnie A. Flowery,
Anna E. Duncan,
Mary D. Johnson (float-
ing).

GIRLS' DEPARTMENT.

Sarah J. De Grove,
Hannah A. Sill,
Annie M. Power,
Isadora C. Dean,
Adeline S. Lyon,
Annie E. Brown,
Virginia Dally,
Mary C. Martin,
Antoinette E. Beach,
Phebe A. Kendall (float-
ing).

PRIMARY DEPARTMENT.

Mary L. Haggerty,
Fannie C. Kirk,
Carrie E. Noe,
Louisiana Lawrence,
Kate J. Truss,
Lydia E. Watson,
Susannah Fisher,
Lucy E. Warner,
Margaret A. Bonney,
Lydia Chichester,
Mary E. Grey,
Helen A. Brady,
Charlotte A. Keeler,
Jennie Cunningham,
Mary A. McCaffrey,
Emma M. Sill,
Lottie A. Snow,
Sarah E. Hermance,
Margaret B. Milton,
Nellie A. Cogan,
Marie T. Maddin (float-
ing).

DRAWING TEACHER.

Francis Melville.

MUSIC TEACHER.

J. Frank Bartlett.

FRENCH TEACHER.

Peter Lux.

GERMAN TEACHER.

Herman D. Wraga.

JANITOR.

Bernard Newman.

SCHOOL No. 14.

Twenty-seventh street, between Second and Third avenues, Twenty-first Ward.

BOYS' DEPARTMENT.

Lafayette Olney,
George H. Albro,
Joseph H. Wiley,
James R. Pettigrew,
Rosina G. Hartman,
Emma Turner,
Caroline F. Elwell,
Louise D'Orsay,
Kate L. Radan,
Ella F. Goodwin,
Mary A. Mills,
Arnold Selisberg,
John Deacon (drawing).

GIRLS' DEPARTMENT.

Caroline F. Whiting,
Sarah Seeley,
Sara A. Hazeltine,
Hannah Wingate,
Annie M. Francis,
Sarah Burke,
Elsie Parkhurst,
Mary Kennedy,
Almorla Allston,
Jennie Denton,
Alida J. Woolley.

PRIMARY DEPARTMENT.

Kate H. Myers,
Martha L. Doake,
Emma V. Taylor,
Emily J. Edwards,
Harriet A. Goodnow,
Mary M. Steele,
Margaret T. Hagan,
Ellen J. Bacon,
Mary J. Barnes,
Kate D. Schmitt,
Irene Baker,
Annie R. Peacock,
Jennie Johnson,
Kate McBirnie,
Cornelia A. Wood,
Mary H. Brown,
Sarah C. Cornell,
Eliza Nitschke,
Lydia A. Randall,
Julia A. Cocks,
Mary T. Bush,
Mary D. Delavan,
Amanda M. Root.

MUSIC TEACHER.

Francis H. Nash.

FRENCH TEACHER.

Elviré D'Asnoy,

JANITORS.

John B. Miller,
Elizabeth Miller.

SCHOOL No. 15.

Fifth street, between C and D, Eleventh Ward.

BOYS' DEPARTMENT.

Nathaniel P. Beers,
 James J. McCoy,
 Walter K. Ritch,
 Hugo B. Hutton,
 Martha Turner,
 Annie E. Gillis,
 Louisa Murray,
 Kate Thompson,
 Sarah J. Hendrickson,
 Margaret Keller.

GIRLS' DEPARTMENT.

Urania Downs,
 Sarah A. Jarvis,
 Sarah Messenger,
 Urania D. Secord,
 Araminta Knouse,
 Adelaide Hardy,
 Maria E. Hull,
 Henrietta Katkamin,
 Frances O. Guion,
 Frances S. Webb.

PRIMARY DEPARTMENT.

Mary J. Vanderhoof,
 Annie E. Ketchum,
 Euphemia Young,
 Margaret F. McCaffrey,
 Sarah C. Lewis,
 Elizabeth Gilfillan,
 Lydia A. Arkills,
 Clara F. Olson,
 Mary A. Phillips,
 Susan M. Willis,
 Euphemia Gregory,
 Emma E. Brinkerhoof,
 Annette A. Howe,
 Margaret Beuthel,
 Ellen M. Campbell,
 Frances J. Losee,
 Mary H. Hall.

MUSIC TEACHERS.

Francis H. Nash,
 George W. Pettit.

FRENCH TEACHER.

Peter Lux.

DRAWING TEACHERS.

Adele Bassie,
 Julius Hermes.

JANITOR.

Cornelius Clifford.

SCHOOL No. 16.

Nos. 138 to 142 West Thirteenth street, Ninth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Arthur Murphy,	Lizzie Cavannah,	Mary Oliver,
William G. Kennard,	Margaret Dornan,	Amelia Linebeck,
Russell Raymond,	Emily Scudder,	Jane E. Irvine,
Georgiana Harriott,	Eleanor Firth,	Melissa Thorp,
Elizabeth D. Wilson,	Marie E. Combs,	Elizabeth Blake,
Mary F. De Graw,	Annie E. Scudder,	Ellen Finnegan,
Lizzie May Houston,	Marion Root,	Anna L. Fountain,
Lavinia Hopper.	Addie L. McKee.	Alice Chisholm.
DRAWING TEACHER.	FRENCH TEACHER.	JANITOR.
Charles Severyn.	George Batchelor.	David Demarest.

SCHOOL No. 17.

Forty-seventh street, between Eighth and Ninth avenues, Twenty-second Ward.

BOYS' DEPARTMENT.

John D. Robinson,
William A. E. Davis,
Stephen J. Sedgwick,
Frederick W. James,
Frances J. Scarlett,
Jane Harkness,
Mary E. Carroll,
Delia W. Moore,
Annie G. Reynolds,
Adolphine T. Hoffmann.

GIRLS' DEPARTMENT.

Amelia Kiersted,
Harriet M. Kopper,
Teresa M. O'Brien,
Sarah C. Wilson,
Susan C. Brick,
Agnes McCartney,
Adeline E. Marsh,
Mary J. Swift,
Maria E. O'Rielly,
Anna M. Connor,
Amelia Carey,
Louisa S. Kyle,
Mary Allen,
Charlotte Webb,
Jennie McKensie,
Rosa Audubon.

PRIMARY DEPARTMENT.

M. E. McCloskey,
Margaret A. Fox,
Annie C. Maxwell,
Eliza G. Connor,
Caroline Dressner,
Maria T. Daly,
Marion Downs,
Charity J. Sloat,
Henrietta Faye,
Julia Kyle,
Sarah C. O'Brien,
Teresa V. Bannan,
Mary J. Fenton,
Kate E. Sibree,
Mary E. Stewart,
Mary T. Clifford,
Mary Cogan,
Sophia Underhill,
Emma A. Egbert,
Mary Campbell,
Mary A. Sandford,
Mary E. Dimond,
Margaret E. Kavanagh,
Charlotte A. Moore.

MUSIC TEACHER.

Francis H. Nash,

DRAWING TEACHERS.

Francis Melville,
Emily Fox.

GERMAN TEACHER.

John M. Mayer.

JANITRESSES.

Ann Skiffington,

Elizabeth Murphy.

SCHOOL No. 18.

Fifty-first street, near Lexington avenue, Nineteenth Ward.

BOYS' DEPARTMENT.

Edward P. Worth,
 George White, Jr.
 Patrick W. Cremin,
 Lawrence D. Kiernan,
 William O'Brien,
 Wm. H. Rooney,
 Jane McNespice,
 Sarah J. Winsmore,
 Elizabeth Clare,
 A. L. C. Wheelan.

GIRLS' DEPARTMENT.

Mary L. O'Donnell,
 Winifred Connolly,
 Mary L. Smythe,
 Emma J. Hilliker,
 Anastatia Dowdney,
 Isabella Tobin,
 Isabel E. Hoag,
 Annie M. Galligan.

PRIMARY DEPARTMENT.

Cordelia C. Rockwell,
 Jane M. Steele,
 Annie M. Walsh,
 Erina W. Ryan,
 Julia M. Joyce,
 Sarah E. McCusker,
 Clarine J. Hoyt,
 Joanna C. Royle,
 Maggie Cannon,
 Alice F. Sexton,
 Jane E. Burchill,
 Mary E. Rielly,
 Eliza Guinney,
 Sarah J. Oliver,
 Kate Kerland,
 Hannah E. Rockwell,
 Elizabeth C. McGuire,
 Mary E. Rooney.

DRAWING TEACHER.

Rudolph Wasserscheid.

MUSIC TEACHER.

Theresa McKenna,

FRENCH TEACHER.

Cecilia Deville.

GERMAN TEACHER.

Peter Gudenrath.

JANITOR.

John Ryan.

SCHOOL No. 19.

Fourteenth street, near First avenue, Seventeenth Ward.

BOYS' DEPARTMENT.

William Smeaton,
 Henry C. Litchfield,
 George B. Hickcock,
 John S. Lyons,
 Mary J. Poor,
 Irene B. Miller,
 Rose A. Mullan,
 Maria Ingram,
 Teresa Dunne,
 Susan C. Stuyvesant,
 Augusta S. Van Noy,
 Ann J. Walker,
 Kate A. Buckbee.

GIRLS' DEPARTMENT.

Carrie Hazeltine,
 Mary E. Hinton,
 Anna M. Hazard,
 Mary Wilson,
 Sarah J. Stuyvesant,
 Lizzie M. Turner,
 Matilda L. Dame,
 Nellie M. McLean,
 Elizabeth T. Doyle,
 Kate M. Smith,
 George T. Cooper,
 Maggie McCanary,
 Annie L. Whyte,
 Carrie A. Turner.

PRIMARY DEPARTMENT.

Sarah E. Buckbee,
 Mary C. Hepburn,
 Mary H. Tompkins,
 J. E. Haviland,
 Rachel A. Hickok,
 Rhena S. Palmer,
 Mary E. Waller,
 Joanna Furlong,
 Josephine T. Hull,
 Mary E. Cook,
 Mary A. McManus,
 H. Lichtenstadter,
 Eliza Donnelly,
 Margaret Phelan,
 A. McConnellogue,
 Belle Boyd,
 Elizabeth H. Dempster,
 Mary J. Price,
 Maggie Mills,
 Sarah B. Douglass.

MUSIC TEACHER.

Frank Bartlett.

FRENCH TEACHER.

Peter Lux.

GERMAN TEACHER.

Herman D. Wrage.

JANITOR.

John Kerr.

SCHOOL No. 20.

Chrystie street, near Delancey street, Tenth Ward.

BOYS' DEPARTMENT.

Alexander Morehouse,
 Henry W. Smith,
 George A. Leonard,
 William S. Maynard,
 Henry J. Edmonson,
 Florinda Cornell,
 Emeline L. Hook,
 Elizb'th A. McKeachnie,
 Sarah J. Olsen,
 Elizabeth A. Hays,
 Helen J. McArthur,
 Mary E. Reynolda.

GIRLS' DEPARTMENT.

Anna Ward,
 Katherine L. Hannah,
 Matilda Davis,
 Lucretia Felter,
 Mary E. Kerrigan,
 Sarah A. Miller,
 Ismena Z. Brown,
 Annie U. Stadtmuller,
 Marion Laing,
 Biah Hopkins.

PRIMARY DEPARTMENT.

Annie Thomson,
 Margaret T. Lawrence,
 Emiline Voorhees,
 Mary E. Topping,
 Lavinia J. Stratton,
 Agnes J. Wright,
 S. Isabel Johnson,
 Cornelia D. Banta,
 Jennie Holmstrom,
 Mary A. Bonner,
 Addie A. Mead,
 Mary W. Ketchum,
 Kate A. Wilhelm,
 Eliza J. Williams,
 Lizzie L. Fitzgerald,
 Mary A. Donaldson,
 Eveline Clark,
 Mary A. Brennan,
 Kate Maclin,
 Anna M. Cullen,
 Francis A. O'Hare.

MUSIC TEACHER.

George F. Bristow.

GERMAN TEACHER.

Anton Fuster.

DRAWING TEACHERS.

Charles Severyn,
 B. W. Rider.

JANITOR.

Smith Moore.

SCHOOL No. 21.

Marion street, between Spring and Prince streets, Fourteenth Ward.

BOYS' DEPARTMENT.

John Boyle,
Nicholas Mulligan,
Edward J. Delaney,
Ellen A. Birmingham,
Daniel C. O'Connor,
Ira McConnellogue,
Patrick Moore.

GIRLS' DEPARTMENT.

Maria J. Sweeny,
Mary McLain,
Mary O'Connor,
Frances Burrell,
Catharine Martin,
Fanny Raywood.

PRIMARY DEPARTMENT.

Catharine M. Conner,
Mary J. Willoughby,
Ellen T. Canary,
Teresa McCoaker,
Hannah E. Barnes,
Mary Ann Newcombe,
Kate A. Kenny,
Mary E. Lynch,
Margaret Tansy,
Annie E. Slevin,
Lizzie Kiggin.

DRAWING TEACHER.

In Grammar Schools of the Ward.

Francis O'Ryan.

MUSIC TEACHERS.

George W. Petitt,

Margaret Canary.

GERMAN TEACHER.

In Grammar Schools of the Ward.

Herman D. Wrage.

JANITOR.

Matthew Hoare.

SCHOOL No. 22.

Stanton, corner of Sheriff street, Eleventh Ward.

BOYS' DEPARTMENT.

Sidney W. Merritt,
 Samuel H. P. Meigs,
 Edward H. Boyer,
 Sarah Ryno,
 Eliza B. Beilby,
 Rose A. Murray,
 Sarah M. Hewlett,
 Margaret McPhilliamy,
 Elizabeth A. Howland.

GIRLS' DEPARTMENT.

Frances J. Murray,
 Melinda N. Clarke,
 Marion W. Holly,
 Cornelia Howe,
 Sarah A. Browne,
 Isabella M. McVey,
 Emma A. Prentis,
 Caroline T. Huston.

PRIMARY DEPARTMENT.

Phebe E. Mayhew,
 Anna M. Murray,
 Eugenia Green,
 Melvina D. Mosher,
 Mary E. Clark,
 Margaret A. Shanly,
 Amelia A. Quick,
 Mary L. Willis,
 Emily A. Mayhew,
 Helena McCarthy,
 Amelia Kingsland,
 Josephine Nodine,
 Mary Hasson.

DRAWING TEACHERS.

Male Department.

Julius L. Hermes,

Female Department.

Adele Bassié,

MUSIC TEACHER.

Male and Female Dep'ts.

Francis H. Nash.

GERMAN AND FRENCH TEACHER.

Peter Lux.

JANITOR.

Thomas Megson.

SCHOOL No. 23.

26 and 28 City Hall place, Sixth Ward.

BOYS' DEPARTMENT.

William Mullany,
Michael Dwyer,
Ophelia Whiteford,
Mary Lawlor,
Jane T. McInroy,
Madeline Scherdlin,

GIRLS' DEPARTMENT.

Mary J. Gallagher,
Mary J. McDermott,
Mary A. Ryan,
Margaret Riley,
Elizabeth Wagner,
Elizabeth Gaughan,
Ellen Maguire.

PRIMARY DEPARTMENT.

Rose M. O'Neil,
Catharine Duffy,
Mary Quin,
Elizabeth McCarthy,
Leonora Crissy,
Esther Murphy,
Honora M. O'Neil,
Margaret Kelly,
Mary A. O'Brien,
Ellen E. McDermott,
Julia Meaney,
Sarah Warren,
Elizabeth Doyle.

MUSIC TEACHER.

M. F. Colburn.

GERMAN TEACHERS.

H. D. Wrage.

PENMANSHIP.

B. W. Rider.

JANITOR.

James Ryan.

SCHOOL No. 24.

No. 68 Elm street, near Leonard, Sixth Ward.

BOYS' DEPARTMENT.

James M. Sweeny,
 Hugh P. O'Neil,
 Henry P. O'Neil,
 Frances B. Murray,
 Mary Sheren,
 Alice M. Baurens,
 Mary Murphy.

GIRLS' DEPARTMENT.

Margaret A. McCosker,
 Honoria D. Hogan,
 Jane A. Grant,
 Emma A. Sweeny,
 Elizabeth McCormick,
 Mary T. Green,
 Mary Waddel.

PRIMARY DEPARTMENT.

Mary S. McDermott,
 Honora R. Sweeny,
 Emilie A. Simmons,
 Elizabeth McHugh,
 Margaret Donohoe,
 Catharine McLaughlin,
 Margaret McCormick,
 Louisa Black,
 Regina Hirsch,
 Adelia O'Rorke,
 Mary E. Martin.

MUSIC TEACHER.

Marcus Colburn.

DRAWING TEACHER.

Julius L. Hermes.

PENMANSHIP.

Benjamin W. Rider.

JANITOR.

James Wymba.

SCHOOL No. 25.

No. 13 Oak street, Fourth Ward.

[This school grades as a Primary School.]

Catharine Lynch,
 Kate J. White,
 Maria E. Beardon,

Ellen A. O'Leary,
 Lizzie A. Healy,

Mary Renehan,
 Ellen Lane.

SCHOOL No. 26.

This school is consolidated with No. 1, in the Fourth Ward.

SCHOOL No. 27.

East Forty-second street, near Third avenue, Nineteenth Ward.

BOYS' DEPARTMENT.

Joseph W. Cremin,
James Murphy,
John McGinn,
John Walsh,
Eloise M. Hartman,
Emily R. Graham,
Maria L. Romer.

GIRLS' DEPARTMENT.

Lucy M. O'Connell,
Ellen R. Drew,
Caroline P. Morford,
Eliza A. Hall,
Maggie Cannon,
Matilda King,
Jennie L. Berry.

PRIMARY DEPARTMENT.

Louisa M. Riley,
Arabella McSpedon,
Mary E. Joyce,
Jane J. Plunkett,
Mary E. Peek,
Kate Rush,
Eliza J. McElvaney,
Annie E. Skinnion,
Georgia Hornidge,
Carrie M. Agar,
Lucy Scanlon.

DRAWING TEACHER.

Rudolph Wasserscheid,

MUSIC TEACHER.

Teresa McKenna,

FRENCH TEACHER.

Emma O'Leary.

JANITRESS.

Catharine Carr.

SCHOOL No. 28.

Fortieth street, between Seventh and Eighth avenues, Twenty-second Ward.

BOYS' DEPARTMENT.

Joseph Finch,
Lewis M. Kolb,
Owen R. Gross,
Annie M. Hoffmann,
Jane Gregory,
Barbara Gellan,
Julia M. Elliott,
Lydia M. Henry,
Katharine M. A. Rice,
Emma E. Bowles.

GIRLS' DEPARTMENT.

Elizabeth W. Garrett,
Rebecca S. Lowrey,
Isabella Dolmage,
Louise A. Bamman,
Agnes Dana,
Mildred L. Johnson,
Bridget T. Foshour,
Jane A. McMullin,
Nora L. O'Keeffe,
Isabella Dickieson.

PRIMARY DEPARTMENT.

Maria V. Graham,
Julia M. Scarlett,
Mary Skiffington,
Ellen T. Leddy,
Emily S. Hanaway,
Elizabeth C. Burnette,
Josephine Hatfield,
Jane D. Burt,
Mary E. O'Neill,
E. E. T. Gumbleton,
Susan J. Ludwick,
Sarah A. Schirmer,
Isabella Scarlett,
Ellen C. Webb,
Louise M. Colt,
Mary L. Parsella.

MUSIC TEACHER.

Francis H. Nash.

GERMAN TEACHER.

John M. Mayer.

DRAWING TEACHERS.

Frank Melville,
Emily Fox.

JANITRESS.

Mary A. Lambert.

SCHOOL No. 29.

Nos. 97 and 99 Greenwich street, First Ward.

BOYS' DEPARTMENT.

Hugh Duffy,
James P. McIvor,
James B. Treanor,
James H. O'Brien,
Patrick G. Duffy,
Abbe A. Wright,
Catherine W. White,
Bridget E. Neligan.

GIRLS' DEPARTMENT.

Caroline A. Tier,
Georgiana R. Finley,
A. E. Van Boskerck,
Adeline Gates,
Jessie McGregor,
Amy B. Butts,
Elizabeth Carroll.

PRIMARY DEPARTMENT.

Catharine M. F. Conley,
Bridget T. Armstrong,
Bessie Burke,
Mary E. F. Dalton,
Mary A. J. Elder,
Mary E. Burton,
Mary R. O'Meara,
Catharine E. Foley,
Maria R. Gaffney.

DRAWING TEACHER.

S. Jeannette Bailey.

MUSIC TEACHER.

Francis H. Nash.

GERMAN TEACHER.

Albert Broadbeck.

JANITOR.

Joseph Dunphy.

SCHOOL No. 30.

Baxter street, near Grand, Fourteenth Ward.

GRAMMAR DEPARTMENT.

Catharine C. Connolly,
Alice E. Gormley,
Mary A. Muldoon,
Mary E. Brady,
Mary L. Costello,
Jessie Saunders (fl'ting).

PRIMARY DEPARTMENT.

Ellen T. Ahern,
Margaret E. Doyle,
Hannah T. Collins,
Eliza E. Dunn,
*Catharine C. McCaffery,
Mary E. Peach,
Joanna Quinlan,
Mary A. Connolly,
Julietta Hunter,
Kate F. S. McHugh.

GERMAN TEACHER.

W. A. Wraga.

DRAWING TEACHER.

Francis Ryan.

MUSIC TEACHERS.

George W. Pettit (G. D.)
Margaret Canary (P. D.)

JANITOR.

Bernard Doran.

SCHOOL No. 31.

200 Monroe street, near Montgomery, Seventh Ward.

BOYS' AND GIRLS' DEPT'S.	PRIMARY DEPARTMENT.	DRAWING AND PAINTING TEACHER.
Anthony T. Gallagher,	Ida L. Peters,	Adele Bassié.
William J. Goldey,	Mary A. Ebbets,	
William E. Cahill,	Mary S. Ketcham,	
Mary A. Hannah,	Sarah J. Wiggins,	MUSIC TEACHER.
Adelaide Cooper,	Catharine G. Jones,	Kate Fitzpatrick.
Annie A. Moore,	Martina M. Ridden,	
Annie E. Lowes,	Margaret T. Hayes,	GERMAN AND FRENCH TEACHER.
Sarah E. A. Simkins,	Julia T. Delaney,	Charles Rau.
Mary C. Wheelan,	Adelaide M. Tuers,	
Emma A. Cartwright.	Jane R. Reardon,	JANITOR.
	Jane E. Beecher,	Patrick Malone.
	Eliza E. Harnett,	
	Maggie C. Murphy.	

SCHOOL No. 32.

Thirty-fifth street, near Ninth avenue, Twentieth Ward.

BOYS' DEPARTMENT.	PRIMARY DEPARTMENT.	MUSIC TEACHER.
T. Dwight Martin,	Kate P. Brown,	<i>Primary Department.</i>
Jared S. Babcock,	Guilietta R. Kiersted,	Marcus Colburn.
Justin Martin,	Josephine M. P. Hume,	
Richmond B. Elliott,	Janette McGowan,	GERMAN TEACHER.
George L. Martin,	Anna L. Disbrow,	<i>Male Department.</i>
Janet Young,	Evalina Kellogg,	John M. Mayer.
Almira J. Danley,	Henrietta Van Tina,	
M. Louisa Clawson,	Margarét Donaldson,	DRAWING TEACHER.
Maria J. Thompson,	Martha Curry,	<i>Male Department.</i>
Mary W. Lowrey,	Anna A. Murray,	Julius L. Hermes.
Mary E. Nunns,	Jennie F. Stratton,	
Mary Arnout,	Laura L. Brown,	JANITOR.
Margaret Farrell.	Mary M. Foster,	Michael Conboy.
Georgiana W. Cochran.	Susan Cassidy,	
Elizabeth T. Broderick.	Emma McCanless,	
	Margaret Quinn,	
	Elizabeth M. J. Hickey,	
	Jennie Stewart,	
	Marion Rumble,	
	Catharine A. Jones,	
	Helen McKenzie.	

SCHOOL No. 33.

*West Twenty-eighth street, between Ninth and Tenth avenues,
Twentieth Ward.*

FEMALE GRAMMAR DEPT.

Clara M. Edmonds,
Eliza Woods,
Salomé Purroy,
A. M. Huthwaite,
Catharine F. Mahon,
C. V. Hutchings,
Elizabeth H. Thomson,
Kate A. Ferry,
Caroline A. Hard,
Harriet M. Loveridge,
Harriet A. Mee,
Cecelia E. Whelan,
Matilda S. Huthwaite,
Margaret Greacen,
Emily Kearney,
Hannah D. Camern.

PRIMARY DEPARTMENT.

Sarah K. White,
Harriet M. Megie,
Sarah J. Gaddis,
Sarah M. Gordon,
Mary F. Thompson,
Emma L. Edmonds,
Sarah Kreemer,
Janette Luyster,
Dorethea Dixon,
Annie Allen,
Charlotte Pollock,
Josephine Walker,
Irene M. Gahagen,
Susan H. Colvin,
Adeline Chamberlain,
Eliza Adair,
Kate Mooney,
Anna G. Patton,
Rosa Holden,
Elizabeth Shepherd,
Julia Hodges,
Mary A. Flynn,
Anna M. Dawson,
Margaret Henry,
Margaret Ga Nun.

MUSIC TEACHER.

Marcus Colburn.

FRENCH TEACHER.

Alexander Bassett.

DRAWING TEACHER.

Julius Hermes.

JANITOR.

Charles Triglar.

SCHOOL No. 34.

Broome street, between Sheriff and Willet streets, Thirteenth Ward.

BOYS' DEPARTMENT.

H. C. Martin,
 Benjamin Y. Conklin.
 Charles F. Hartman,
 Berenice J. Fitz,
 Mary J. Willis,
 Angelina Mosher,
 Mary A. MacLay,
 Mary J. Hinman,
 Laura H. Gildersleeve.

GIRLS' DEPARTMENT.

Harriet N. Goldey,
 Caroline H. Appleton,
 Josephine Ostrander,
 Eleanor L. McDermott,
 Mary A. Tremper.
 Caroline M. Tracy,
 Hannah M. Gedney,
 Mary E. Townley.

PRIMARY DEPARTMENT.

Jane Rutherford,
 Mary A. Moore,
 Sarah M. Mayhew,
 Mary J. Boyle,
 Eliza J. Martin,
 Mary C. Finn,
 Mary T. Hill,
 Eliza A. Boyle,
 Kate A. La Roe,
 Adelaide E. Fitch,
 Mary E. Fox.

MUSIC TEACHER.

George H. Curtis.

GERMAN TEACHER.

Hugo R. Hutten.

DRAWING TEACHER.

Almira C. Fitz.

JANITOR.

Michael Moran.

SCHOOL No. 35.

Thirteenth street, near Sixth avenue, Fifteenth Ward.

GRAMMAR DEPARTMENT.

Thomas Hunter,
 Charles Gates,
 John M. Forbes,
 George H. Moore,
 Andrew J. Whiteside,
 Eliza J. Lee,
 Eliza M. Phelps,
 Sarah E. Heybeck,
 Arabella Field,
 Margaret Carlisle,
 Kate E. Jones,
 Mary Willard,
 Cassie L. McFarland,
 Hattie A. Curtis,
 Rebecca McFarland,
 Mary J. McKune,
 Mary F. Redfield,
 Arthur Forbes,
 Ella Hall.

PRIMARY DEPARTMENT.

Agnes Turnbull,
 Sarah C. Clark,
 Mary Weightman,
 Emma M. Vanderbilt,
 Charlotte E. Tillman,
 Mary J. Brown,
 Sarah A. Van Orden,
 Lizzie L. Demarest,
 Elizabeth A. Jackson,
 Mary K. Vanderbilt.

DRAWING TEACHERS.

George Moore, Edward Miller.

MUSIC TEACHER.

George H. Curtis.

FRENCH TEACHER.

George Batchelor.

PENMANSHIP.

Henry W. Ellsworth.

JANITOR.

Joseph P. Bull.

SCHOOL No. 36.

No. 355 Ninth street, between Avenues C and D, Eleventh Ward.

BOYS' DEPARTMENT.

Alpheus D. Du Bois,
William Herring,
James B. Finch,
Lewis S. Goebel,
Henrietta Walters,
Anna L. Madden,
Ellen J. Moriarty,
Henrietta Cotter,
Maria M. Kiernan.

GIRLS' DEPARTMENT.

Lucinda W. Smith,
Charlotte R. Wooster,
Elizabeth A. Devereux,
Sarah J. Crane,
Eliza M. Jackman,
Jennie E. Jones,
Emma A. Jessup,
Mary E. Squires,
Frances E. Secor.

PRIMARY DEPARTMENT.

Euretta M. Nicholson,
Victoria A. Hulen,
Anna E. Turner,
Louisa Chasmar,
Sarah E. Roe,
Jane Conolly,
Anna T. Moran,
Ellen A. Beeny,
Mary C. F. Hunt,
Sophia Brewster.
Amelia C. Lee,
Catharine L. Kiernan,
Sarah L. Crummy,
Maria Gillen,
Mary Hilliard,
Emily Hunt,
Mary Gilman,
Rebecca Nichols,
Julia Collier (floating).

MUSIC TEACHER.

George W. Pettit.

FRENCH TEACHER.

Peter Lux.

DRAWING TEACHERS.

| *Male Department.*
Julius Hermes.

Female Department.
Adele Bassié.

JANITOR.

Jacob H. Murray.

SCHOOL No. 37.

Eighty-seventh street, near Fourth avenue, Twelfth Ward.

BOYS' DEPARTMENT.

John W. Boyce,
 William A. Owen,
 James King, Jr.,
 Henry Welsh,
 Margaret E. Smith,
 M. Helen Bell,
 Mary J. Lord.

GIRLS' DEPARTMENT.

Harriet A. Duncan,
 Sarah B. Rogers,
 Emily Washburn,
 Mary E. Elting,
 Kate De Forest,
 Mary Van Dyke,
 Mary T. James,
 Rose Laughton.

PRIMARY DEPARTMENT.

Margaret Mackean,
 Louisa T. Green,
 Margaret L. Williams,
 Catherine Hebbard,
 Martha W. Inness,
 Adelaide Haight,
 Letitia Smith,
 Elizabeth Falvey,
 Margaret Lawson,
 Emma Brower,
 Kate Smith.

MUSIC TEACHER.

Hobart A. Daly.

FRENCH TEACHER.

Adrien de Bonpart.

PENMANSHIP.

M. A. Sullivan.

JANITOR.

James Gallagher.

SCHOOL No. 38.

Clarks street, near Broome, Eighth Ward.

BOYS' DEPARTMENT.

J. Elias Whitehead,
 Charles Walker Lord,
 Joseph Harcoastle,
 John H. Turner,
 Henrietta Forbes,
 Caroline A. Esterley,
 Mary F. Burgyes,
 Lizzie M. Kelley,
 Frances G. G. Rice,
 Annie Dollard.

GIRLS' DEPARTMENT.

Mary A. Downs,
 Frances C. Church,
 Kate V. Forbes.
 Mary E. Nelson,
 M. Matilda Mayer,
 Mary B. McClure.
 Louise Smith,
 Eliza Inslee,
 Jane R. Brittan,
 Fanny Acaster,
 Sarah A. Frith,
 Almira B. Houseworth.

PRIMARY DEPARTMENT.

Frances A. Stevens,
 Josephine E. Stuyvesant,
 Jane Sanford,
 Mary A. Nash,
 Margaret J. Breen,
 Emma E. White,
 Ellen Judson.
 Mary E. Frost,
 Emma Hopper,
 Kate Chatman,
 Eleanor B. Farrell,
 Angeline Ransom,
 Emma Burnton,
 Sarah Hewitt,
 Sarah Frost.

MUSIC TEACHER.

Francis H. Nash.

FRENCH TEACHER.

Alphonse Grollier.

DRAWING TEACHER.

Almira Fitz.

JANITOR.

Benjamin W. Warlow.

SCHOOL No. 39.

*One Hundred and Twenty-fifth street, between Second and Third avenues,
Twelfth Ward.*

BOYS' DEPARTMENT.

Jacob S. Warner,
Charles McGregor.
Andrew B. Williams,
Mary V. Lockwood,
Angeline T. Simpson,
Adelia M. Meeker,
Juliet Warner,
Elizabeth Lawson.

GIRLS' DEPARTMENT.

Martha A. Washburn,
Catharine Falvey,
Mary Carey,
Imogene A. Collins,
Lizzie M. Anderson,
Emma L. Crasto,
Annie Osborn,
Maria L. Amerman,
Mary J. Granger.

PRIMARY DEPARTMENT.

Mary A. Freeman,
Priscilla Brass,
Eliza A. Freeman,
Katie Crowe,
Mary Welsh,
Virginia Wentworth,
Lizzie E. Grunendike,
Kate Blauvelt,
Martha Gardner,
Margaret Turbidity,
Carrie Halsey.

MUSIC TEACHER.

Andrew R. Tully.

FRENCH TEACHER.

Adrien de Bonpart.

DRAWING TEACHER.

Michael Sullivan.

JANITRESS.

Ann Crawley.

SCHOOL No. 40.

East Twenty-third street, between Second and Third avenues, Eighteenth Ward.

BOYS' DEPARTMENT.

David B. Scott,
Geo. W. Harrison,
John H. Myers,
Stephen S. Nash,
Alanson Palmer,
Robert Clifton,
F. H. P. Meginley,
Elizabeth A. Mead,
Anna E. Gallagher,
Margaret A. Crumney,
E. Frances McGrath,
Charlotte F. Crandall,
Ellen G. Sullivan,
Margaret E. Corre,
Amelia C. McLean,
Mary E. Smith,
Fannie L. Armstrong.

PRIMARY DEPARTMENT.

Charlotte C. Wray,
Martha McFarland,
Eliza Graham,
Mary E. Smith,
Mary S. Jones,
B. Anna Ryan,
Hannah Emanuel,
Mary M. Griffin,
Harriet A. Egan,
Susan M. Brennan,
Olivia J. Hall.

DRAWING TEACHER.

Edward Miller.

MUSIC TEACHER.

George H. Curtis.

JANITOR.

William H. Whitford.

SCHOOL No. 41.

No. 38 Greenwich avenue, Ninth Ward.

[This school-house is in process of being rebuilt.]

BOYS' DEPARTMENT.

GIRLS' DEPARTMENT.

PRIMARY DEPARTMENT.

[Temporary Location 185 Sixth avenue.]	[Temporary Location, 35 Seventh avenue.]	[Temporary Location, basement of Seventh Avenue Presbyterian Church, near Twelfth street.]
Thomas F. Harrison, Josiah H. Zabriskie, John J. Sturdivant, Daniel P. Lee, Editha L. Ashby, Abby M. Burton, Jane Carpenter, Mary E. McKee.	M. Louisa Scott, - Fanny E. Feeks, Emma J. Hills, Mary E. Harriott, Fannie J. Maltbie, Sophronia Morehead, Augusta Rohda, Henrietta Ertz.	Susanna Whitney, Catharine M. Fagan, Mary A. Connolly, Emily Golden, Margaret E. McNamee, Emma Lefferts, Sarah Lillis.

DRAWING TEACHER.

JANITOR.

Charles Severyn.

Robert Nevin.

FRENCH TEACHER.

JANITRESS.

George Batchelor.

Martha Morehead.

SCHOOL No. 42.

Allen street, near Hester, Tenth Ward.

BOYS' DEPARTMENT.

J. T. Boyle,
 William T. Graff,
 George W. Van Sieten,
 George F. Behringer,
 Jamima Reed,
 Maggie A. Maloney,
 Panline Hutton,
 Anna Kamerer,
 Elizabeth Darley,
 Esther J. Orr.

GIRLS' DEPARTMENT.

Caroline Hopkins,
 Annie L. Post,
 Fannie Hollingshead,
 Mary E. A. Woolley,
 Eloise-Taylor,
 Rebecca L. Jones,
 Arabella Olander,
 Mary J. Forbes,
 Emma E. Vail,
 Kate A. Gillogly.

PRIMARY DEPARTMENT.

Mary E. Ewen,
 Pauline L. Loos,
 M. A. L. McCaffrey,
 Rebecca C. Hiltman,
 Almira Gassner,
 Maria N. Dagu,
 Annie M. Conrad,
 Ada I. Brown,
 Mary C. Wright,
 Maggie C. Adler,
 Jennie A. Fee,
 Mary A. Hayes,
 Emma J. Burns,
 Carrie M. Suydam,
 Mary A. Shannon,
 Ellen M. Coe,
 Emma Tharp,
 Clara B. Holmes,
 Jennie L. Brower,
 Maria Kasimira.

MUSIC TEACHER.

George F. Bristow.

GERMAN TEACHER.

Anton Fuster.

SCHOOL No. 43.

One Hundred and Twenty-ninth street and Tenth avenue, Twelfth Ward.

BOYS' AND GIRLS' DEPARTMENTS.

Elijah A. Howland, Timothy W. Kennedy, Rachael L. Adams.

PRIMARY DEPARTMENT.

Annie M. Kinnaird, Rose M. Colgan, Julia T. Ray.
Fannie E. Burke, Alice C. McEnroe,

DRAWING TEACHER.

Michael A. Sullivan.

MUSIC TEACHER.

Hubert A. Daly.

FRENCH TEACHER.

Adrien de Bonpart.

JANITRESS.

Nancy A. Lally.

SCHOOL No. 44.

Corner of North Moore and Varick streets, Fifth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Belden,	Jane A. A. Ebbets,	Hannah E. Tappen,
Thomas W. Conklin,	Helen G. Morgan,	Mary C. Tate,
Samuel Morehouse,	Margaret C. Cornell,	Josephine E. Robbins,
O. Warren Hamilton,	Fanny K. Lewis,	Jane A. Tuthill,
Schuyler Clark,	Emma Vreeland,	Eliza M. Reynolds,
James T. Bates,	Gertrude Simpson,	Harriet A. Baxter,
Jacob T. Bergen,	Cornelia Roach,	Emily C. Nevins,
Clara Hopps,	Helen B. Copping,	Annie B. Copping,
Sarah E. Cunningham,	Harriet J. Packard,	Emily Blackburn,
Sarah T. Bates,	Mary J. Tait,	Margaret E. Bensel,
Emma C. Strang.	Mary J. Davies,	Louise Higgins,
	Lavinia La Wall,	Elvina P. Held,
	Sarah F. Miller (floating).	Harriet Morrison.
MUSIC TEACHER.	FRENCH TEACHER.	DRAWING TEACHER.
George F. Bristow.	Jacob T. Bergen.	S. Anna Burroughs.

SCHOOL No. 45.

Twenty-fourth street, between Seventh and Eighth avenues, Sixteenth Ward.

GIRLS' DEPARTMENT.

Adelaide Hawley,	Kate Towers,	Susie S. Heath,
Margaret A. Coleman,	Jane White,	Anna Baker,
Anna A. Rogers,	Amy B. Lane,	Carrie Crawford,
Emma S. Burger,	Nellie C. Kennedy,	Anna M. Bisselle,
Maria E. Hutchison,	Mary E. Tate,	Alice Coggeshall,
Amelia C. Green,	Anna E. Pierson,	Matilda L. Stopp.

PRIMARY DEPARTMENT.

Emily Kennedy,	Rosetta Harcourt,	Ellen A. Donahue,
Sarah E. Coley,	Ella E. Bean,	Sarah E. Gregory,
Mary H. Ewart,	Mary E. Bean,	Rosalie A. Salinger,
Emily R. Grafton,	Mary P. Pierson,	Sarah E. Dalrymple,
Eliza C. Donahue,	Harriet Hawley,	Mary F. Jelliffe.
Ellen J. Clark,	Mary S. Osborn,	

MUSIC TEACHER.

Francis H. Nash.

FRENCH TEACHER.

George Batchelor.

PENMANSHIP.

Henry W. Ellsworth.

JANITOR.

William Schutt.

SCHOOL No. 46.

*One Hundred and Fifty-sixth street, Washington Heights,
Twelfth Ward.*

BOYS' DEPARTMENT.

Stinson McIver,
Maria C. Jennings,
Annie Morrissey,
Deborah Sanford,
Emily J. Hopkins.

GIRLS' DEPARTMENT.

Matilda M. Landon,
Mary H. Hammond,
Annie M. Jennings,
Maria Alexander.

MUSIC TEACHER.

Hubbard A. Daly.

FRENCH TEACHER.

Adrien de Bonpart.

DRAWING TEACHER.

M. A. Sullivan.

JANITOR.

John Monaghan.

SCHOOL No. 47.

Twelfth street, between Broadway and University place, Fifteenth Ward.

SENIOR DEPARTMENT.

Lydia F. Wadleigh,
Susan M. Van Amringe,
Levinia M. Holman,
Mary Swift,
Julia A. Willard,
Frances L. Russell,
Katharine J. Menninger,
Anna L. Armitage,
Martha B. Skillman.

JUNIOR DEPARTMENT.

Sarah E. Woodward,
Josephine H. Sheldon,
Elizabeth Jackson,
Caroline B. Andrews,
Juliet Clannon,
Josephine Driggs,
Harriet M. Valentine.
Louisa W. Wood,
Mary E. Osborne.

PRIMARY DEPARTMENT.

Kate Requa,
Frederica B. Moran,
Lucy Porter,
Mary A. Smith,
Marie Guillaudeu,
Sarah J. Jones,
Louise D. Brown,
Harriet Glover,
Grace A. Bevier,
Lizzie Devoe.

DRAWING TEACHER.

Edward Miller.

MUSIC TEACHER.

George F. Bristow.

FRENCH TEACHER.

Honorine Chaurand.

PENMANSHIP.

H. W. Ellsworth.

JANITOR.

George Weightman.

SCHOOL No. 48.

No. 70 West Twenty-eighth street, near Sixth avenue, Twentieth Ward.

BOYS' DEPARTMENT.

James H. Partridge,
Hugh Carlisle,
Charles F. Olney,
Arthur M. Lee,
Sanford G. Plumb,
Eliza Hoffman,
Elvira E. Neville,
Henrietta McLennan,
Janette McGowan,
Jane L. Murphy,
Sarah A. Scott,
Jennie H. Ware.

GIRLS' DEPARTMENT.

Isabella Hill,
Mary A. Colwell,
Philinda Woodruff,
Julia A. Ludlum,
Mary E. Ingersoll,
Catharine M. Botts,
Frances R. Scott,
Anna E. Brennan,
Mary C. Bassford,
Jane M. McCarten,
Mary H. Winkley,
Emma Runyon,
Rebecca Duncan.

PRIMARY DEPARTMENT.

Margaret Keown,
Marion Blair,
Charlotte J. Beardale, J.
Laura E. Agar,
Jane E. Simms,
Emeline Dowling,
Jemima Walker,
Emily E. McCallum,
Mary S. Hinton.
Eliza A. Hooks,
Elizabeth Beer,
Hannah A. Jollie,
Maria G. Luckey,
Anna L. Forbes,
Mary A. McClintock,
Rosalie T. Coughlan,
L. Brambilla Ralph,
Winifred Gilfeather,
Jeannette McDougall,
Charlotte Farrell,
Jessie L. Radford,
Anna Breakell,
Mary E. Cainen,
Jane E. Collins.

DRAWING TEACHER.

Julius L. Hermes.

MUSIC TEACHER.

Marcus Colburn.

GERMAN TEACHER.

John M. Mayer.

JANITOR.

Terence Maguire.

SCHOOL No. 49.

Thirty-seventh street, between Second and Third avenues, Twenty-first Ward.

BOYS' DEPARTMENT.

William H. Wood,
Abner B. Holley,
John Oddy,
Gordon L. Weeks,
Deziah Buckelew,
Sarah Reins,
Mary Compton,
Eliza L. Reid,
Mary Jackson,
Mary F. Wright,
James Marshall.

GIRLS' DEPARTMENT.

Frances E. A. Gutch,
Laura E. Leal,
Rosa Famariss,
Laura E. Osborn,
Caroline A. Moss,
Mary A. Leadd,
Emeline B. Johnston,
Emma C. Feeks,
Lizzie Parker,
Victoria Towers,
Anna S. Ray,
Sarah A. Plummer.

PRIMARY DEPARTMENT.

Sarah F. Buckelew,
Charlotte A. Halstead,
Kate A. Wilson,
Isabella Castell,
Sarah Adams,
Louise D. Sartor,
Marianna W. Clark,
Sarah Armstrong,
Maria F. Whittamore,
Fannie Merritt,
Eleanor M. Caine,
Angeline M. Fletcher,
Bessie Roden,
Anna C. Cooks,
Grace M. Parkhurst,
Ida Snell,
Mary Cloherty,
Kate E. Johnson,
Emma Greenwood.

FRENCH TEACHER.

Elviré d'Asnoy,

GERMAN TEACHER.

Arnold Selisberg.

DRAWING TEACHER.

John Deacon.

JANITORS.

Samuel Sturgeon,

Dorinda Sturgeon, ass't.

SCHOOL No. 50.

Twentieth street, near Third avenue, Eighteenth Ward.

GIRLS' DEPARTMENT.

Letitia Mathews,
 Mary A. Mathews,
 Ellen Hoyt,
 Catharine J. Decker,
 Martha Miller,

Isabella Barr,
 Sarah E. Stainburn,
 Mary J. Farmer,
 Isabella Youngs,
 Kate V. Gregory,

Catharine Carr,
 Sarah Cooper,
 Caroline Emanuel,
 Kate Broderick,

PRIMARY DEPARTMENT.

Susan Wright,
 Mary Talbert,
 Mary J. Moran,
 Mary A. Crothers,

Rosanna Meehan,
 Zayde A. Hopkins,
 E. Louise Ertz,
 Susan E. Cooper,

S. Adelaide Lawson,
 Margaret A. Cooper,
 Lizzie M. Roberts,
 Lizzie Kirkner.

MUSIC TEACHER.

George H. Curtis.

FRENCH TEACHER.

Cecilia Deville.

DRAWING TEACHER.

Edward Miller.

JANITORS.

Samuel M. Bloomer.

Ellen Whalen.

SCHOOL No. 51.

Forty-fourth street, between Tenth and Eleventh avenues, Twenty-second Ward.

GRAMMAR DEPARTMENT.

Edward A. Walsh,	John Moran,	Sophie M. Adler,
Dexter E. Wilbur.	Emeline Carroll,	Susie M. Mack,
Jerome A. Eisenlord,	Eliza Sisk,	Mary J. McGaughan.
Louise M. Osborne,	Kate Weeks,	

PRIMARY DEPARTMENT.

Margaret Walsh,	Mary E. Kerr,	Emma Quinn,
Amanda M. Mildeberger,	Helen K. Daly,	Elizabeth A. Brennan,
Mary E. Pagendarm,	Jeannette S. Linen,	Kate F. O'Keefe,
Mary E. Kelly,	Sarah A. Jutten,	Elizabeth B. Michaels,
Felicianna L. Connor,	Emma C. Beitel,	Annie V. Fox.

MUSIC TEACHER.

Cornelius Mahony.

DRAWING TEACHER.

Frank Melville.

GERMAN TEACHER.

John M. Mayer.

SCHOOL NO. 52.

Corner of Kingsbridge road and Two Hundred and Sixth street, Twelfth Ward.

BOYS' DEPARTMENT.

Gillespie Miller,	Amelia Delancey,	Irene Flitner.
Margaret J. Parr,		

DRAWING TEACHER.

Michael A. Sullivan.

MUSIC TEACHER.

Hubert A. Daly.

FRENCH TEACHER.

Adrien de Bonpart.

JANITRESS.

Phebe Veitch.

SCHOOL No. 53.

Seventy-ninth street, between Second and Third avenues, Nineteenth Ward.

BOYS' DEPARTMENT.

Hugh Williamson,
Wilbur F. Hudson,
Anthony P. Geraghty,
Luke O'Reilly,
John Walsh,
Edward C. Kelly,
A. B. Mahoney,
Adelaide Collins.

GIRLS' DEPARTMENT.

Kate M. Griffin,
Emma Fitch,
Kate E. Du Bois,
Annie Van Buren,
Mary C. Ennis.

PRIMARY DEPARTMENT.

Annie E. Geary,
Wilhelmina Bonesteel,
Margaret F. McIntyre,
Georgiana C. Geary,
Rebecca Harrison,
Adeline G. Kelly,
Ellie F. Canty,
Kate Sheedy,
Margaret Shea,
M. Maude Hamel,
Susan A. Heybeck.

DRAWING TEACHER.

Rudolph Wasserscheid,

GERMAN TEACHER.

Peter Gudenrath,

MUSIC TEACHER.

Sarah A. Cole.

FRENCH TEACHER.

Cecilia C. Deville.

JANITOR.

Thomas Leahey.

SCHOOL No. 54.

One Hundred and Fourth street and Tenth avenue, Twelfth Ward.

GRAMMAR DEPARTMENT.

Arthur McMullin, Mary Cunningham, Margaret A. Porter.

PRIMARY DEPARTMENT.

Eliza R. Knapp, Susan M. Thompson, Georgianna W. Porter.
Elizabeth M. Kennaird, Sarah E. Elliott,

MUSIC TEACHER.

Hubert A. Daly.

FRENCH TEACHER.

Adrien de Bonpart.

JANITOR.

Thomas Ray.

SCHOOL No. 55.

Twentieth street, between Sixth and Seventh avenues, Sixteenth Ward.

BOYS' DEPARTMENT.

Lemuel H. Waters,	Mary A. Colston,	Ellen D. Traphagen,
William M. Baker,	Agnes Jackson,	Jane Ure,
Thomas J. Meighan,	Jane Caldwell,	Lizzie A. Pardee,
Edward E. Burnet,	Virginia Blake,	M. Antoinette Barrett,
Edwin O. Chapman,	S. Louisa Moore,	Alexander Stuart.
M. Henry Close,		

PRIMARY DEPARTMENT.

Hannah M. Rouse,	Kate Zilken,	Isabella Arnout,
Kate A. Gregg,	Helen Russell,	Mary C. Lamb,
Matilda Jacacks,	Mary White,	Lizzie Caldwell,
Cornelia Schureman,	Emma A. Richards,	Marion Murray.
Marion Lindsay,		

SCIENCE.

James Hyatt.

DRAWING TEACHER.

Francis Melville.

MUSIC TEACHER.

Francis H. Nash.

FRENCH TEACHER.

George Batchelor,

PENMANSHIP.

Henry W. Ellsworth.

JANITOR.

George Fisher.

PRIMARY SCHOOLS.

No. 1.

No. 105 Ludlow street, near Delancey, Tenth Ward.

Mary J. King,
Sarah B. Griffiths,
Sarah E. Conrad,
Mary A. Puels,
Margaret T. Johnston,
Mary G. King,
Kate R. Kimber,
Anna E. Scatliff,

Margaret E. Courtney,
Almira M. Betts,
Mary E. Jones,
Jennie W. Griffiths,
Helen C. Robertson,
Martha Crowe,
Virginia Cooper,
Julia A. Mead,

Cynthia H. Murdock,
Theresa Leick,
Augusta Burlew,
Louisa S. Patch,
Sarah Price,
Emma C. Phelan.

MUSIC TEACHER.

George F. Bristow,

JANITOR.

John Van Duzer.

No. 2.

No. 101 Bayard street, Sixth Ward.

Anna Mahoney,
Sarah A. Foster,
C. H. M. Mulrooney,

Mary E. Feirty,
Ellen Lawlor,
Catherine M. Carey,

Mary J. Rooney,
Caroline Whiteford,
Celia A. Cullen.

MUSIC TEACHER.

Marcus Colburn,

JANITRESS.

Eliza Hennessey.

No. 3.

No. 100 Cannon street, Eleventh Ward.

Julia A. Bell,
Alice L. Donahue,
Phebe Murdock,

Lizzie F. Palmer,
Annie McVey,
Theresa M. Keating,

Margaret Handsuch,
Amelia Longo.

JANITRESS.

Mary Reminger.

No. 4.

*One Hundred and Twentieth street, between Second and Third avenues,
Twelfth Ward.*

Susan F. R. Jackson,
Charlotte A. Vermilya,
Ellen D. Beckner,

Marietta Clark,
Sarah Pellet,
Jane Cox,

Ada Ward,
Emma L. Crasto.

MUSIC TEACHER.

Andrew R. Tully.

JANITRESS.

Bridget Turbridy.

No. 5.

Fourth street, between Avenues B and C, Eleventh Ward.

Julia C. Flanagan,
Eleanor M. Magee,
Sarah F. Giberson,
Sophia E. Little,
Susan E. Crummy,
Mary T. Burrows,

Mary F. Flanagan,
Julia P. Orton,
Anna M. Bunce,
Margaret A. Donahue,
Eliza T. Jennings,
Anna M. Sawyer,

Amelia C. Chapin,
Ellen Carey,
Mary A. Hogan,
Anna E. Brown,
Eliza A. Filgrant.

JANITRESS.

Lucinda Sammis.

No. 6.

Thompson street, near Broome, Eighth Ward.

Sarah Smith,
 Angeline Willett,
 Annie Mitchell,

Isabella Craig,
 Kate T. Bogart,

Anna R. Houseworth,
 Louise D. Kipp.

MUSIC TEACHER.

Annie Barry,

JANITRESS.

Winifred Ruddy.

No. 7.

No. 174 West Tenth street, Ninth Ward.

Elizabeth E. Mead,
 Hester Dorsett,
 Phebe A. Birdsall,

Cornelia Sleight,
 Joanna Emmons,
 Margaret J. Chalmers,

Agatha S. Gaynor,
 Annie E. Ennis.

JANITRESS.

Catharine Miller.

No. 8.

Nos. 62 and 64 Mott street, Sixth Ward.

Anna C. McHugh,
 Kate A. McHugh,
 Mary McCauley,
 Honora Gallagher,
 Sarah J. Devitt,

Emily C. Ennis,
 Annie Gormon,
 Kate L. Martin,
 Angela P. Murray,
 Mary A. O'Rorke,

Julia A. Jones,
 Eliza T. Gleeson,
 Winifred Quin.

MUSIC TEACHER.

Marcus Colburn.

JANITRESS.

Ann Hart.

No. 9.

No. 42 First street, Seventeenth Ward.

Kate A. Rogers,
Matilda H. Hoogland,
Mary A. Smith,

Kate A. Evans,
Angeline V. Goodenough, Helen F. Lown,
Elizabeth E. Du Bois, Sarah J. McCaffery.

MUSIC TEACHER.

J. Frank Bartlett.

JANITRESS.

Caroline M. Baldwin.

No. 10.

Cannon street, between Broome and Delancey, Thirteenth Ward.

Sarah J. Hatfield,
Mary E. Northrip,
Angeline C. Perkins,
Josephine Chinn,
Sarah McIvor,

Harriet Raymond,
Harriet Moores,
Rosalie J. Griffin,
Mary A. Van Horn,
Alfarata Orr,

Annie M. Alford,
Louise Barrows,
Josephine Belzer.

JANITRESS.

Rosanna Morgan.

No. 11.

No. 461 Greenwich street, Fifth Ward.

Clementine Palmer,
Mary Sherwood,
Matilda M. Vesey,

Cornelia E. Reynolds, Emma M. R. Hardy,
Elizabeth Macdonough, Kate T. Beilby.
Jane Adair,

JANITRESS.

Bridget McLaughlin.

No. 12.

Consolidated with Primary Department of Grammar School No. 55, Sixteenth Ward.

No. 13.

Downing street, near Bleecker, Ninth Ward.

M. Louisa Roome,
Sarah R. M. Lake,
Jane B. McIndoe,

Anna A. McCoy,
Harriet N. Day,
Martha R. Evans,

Ella S. Bogart,
Emily Ferdon.

JANITRESS.

Charlotte Butterworth.

No. 14.

Oliver street, between Cherry and Oak, Fourth Ward.

Margaret Donnegan,
Emily B. Sleight,
Anna Goodwin,
Theresa M. Gill,
Catharine Dougherty,

Lizzie A. White,
Mary F. O'Brien,
Bridget A. Manning,
Anna J. White,
Elizabeth McNab,

Kate M. Ryan,
Mary A. Mahaffy,
Mary A. Coll,
Mary A. Godfrey.

MUSIC TEACHER.

Sarah A. Sweeny.

JANITOR.

Cornelius Danehy.

No. 15.

No. 8 Stone street, First Ward.

Mary E. Dunican,
Jane E. Warts,

Kate Britton,

Kate Morris.

MUSIC TEACHER.

Francis H. Nash.

JANITRESS.

Sarah Joyce.

No. 16.

Consolidated with Primary School No. 28, in the Eighteenth Ward.

No. 17.

Northeast corner of Broadway and Forty-second street, Twenty-second Ward.

Frances M. Finch,
Olive C. Smith,
Charlotte A. Bell,

Harriet M. Kyle,
Adelaide E. Conacher,

Eliza Gautier,
Alice G. Styles.

MUSIC TEACHER.
Jupiter L. Heiser.

JANITRESS.
Catharine Blackhurst.

No. 18.

No. 189 Waverley place, near Bank street, Ninth Ward.

Jane Walker,
M. Isabella Williams,
Jane E. Fagan,

Adaline Ellison,
Helen F. Erlacher,
Fanny H. Ryan,

Kate F. Palmer,
Emma Boyd.

JANITRESS.

Jane Sands.

No. 19.

No. 233 Eighteenth street, Sixteenth Ward.

Lucretia E. McGuire,
Catharine F. R. Crowell,
C. Ceellia Carey,

Eliza J. Simpson,
Louisa Vandervoort,
Emily L. Barter,

Frances Van Praag,
Rebecca McMillen,
Jeannie A. C. Hagar.

JANITRESS.

Sarah Van Tassel.

No. 20.

No. 187 Broome street, near Clinton, Thirteenth Ward.

Ernestina F. Moll,	Elizabeth S. Crawford,	Ellen Moores,
Sarah A. Montague,	Antoinette B. Jenkins,	Rachel Walter,
Mary J. Smith,	Emily J. Fernald,	Sarah Martin,
Virginia R. Rhodes,	Josephine T. Dougherty,	Margaret E. Farrell
Martha M. Hussey,	Sarah Lockwood,	

JANITOR.

Charles Stites.

No. 21.

Consolidated with Primary No. 10, in the Thirteenth Ward.

No. 22.

First avenue, corner of Ninth street, Seventeenth Ward.

Elizabeth C. Jones,	Elizabeth Walker,	Lizzie M. Walker,
H. Louise Clark,	Maggie J. Simpson,	Kate C. Taff,
Margaret A. Gannon,	Mary L. Jacobs,	Caroline L. Langbein,
Cornelia M. Hoogland,	Kate M. Delaney.	Mary E. McDowell (float-
Euphemia J. Acheson,	H. Brueninghausen,	ing).
Anna A. Williams,	Rebecca K. Lander,	

MUSIC TEACHER.

J. Frank Bartlett.

JANITOR.

George Killing.

No. 23.

Eleventh street, between Third and Fourth avenues, Seventeenth Ward.

Margaret Chirney,
Emma A. Knapp,
Eliza R. Goodenough,

Jessie E. Rogers,
Louisa Byrdsall,
Mary E. Mackenzie,

Carrie L. Johnson,
Harriett L. Gillett.

MUSIC TEACHER.

J. Frank Bartlett.

JANITOR.

Jacob Goetze.

No. 24.

Horatio street, near Hudson, Ninth Ward.

Mary Waterbury,
Anastasia H. Wixon,
S. Elizabeth Wandell,
Eliza J. Swinson,

Frances A. Megary,
Adelaide D. Boyce,
Anna B. Lockwood,
Mary K. Dowdell,

C. Josephine Whitney,
Emmeline Miller,
Josephine E. Megary,
Susie Harriott.

JANITRESS.

Mary Hunt.

No. 25.

No. 445 Greenwich street, between Charlton and Vandam, Eighth Ward.

Mary E. Benville,
Ellen Smith,
Mary F. Gurnee,

Jane G. Hill,
Susannah P. West,
Addie N. C. Gale,

Emma Boggs,
Emma Gibson.

MUSIC TEACHER.

Annie Barry.

JANITRESS.

Sarah Craft.

No. 26.

No. 272 East Twelfth street, between Avenues A and B, Seventeenth Ward.

Emma N. Wicks,
Emily M. Greenwood,
Mary C. Kelso,
Mary E. Vanderhoof,
Mary A. Underhill,
Nellie F. Dwyer,

Ellen F. Moran,
Ellen Rullman,
Rosalie Chichester,
Anna M. Corwin,
Lena Gitaky,
Helen Brinkerhoff,

Mary E. Manley,
Maggie M. Marshall,
Mary C. Dolan,
Mary E. Flynn,
Jennie Ingram.

MUSIC TEACHER.

J. Frank Bartlett.

JANITOR.

John Powell.

No. 27.

Thirty-seventh street, near Tenth avenue, Twentieth Ward.

Amanda M. House,
Mary V. McKuskor,
Sarah Young,
Kate L. Smis,
M. Jennie Updike,

Annie Hollister,
Ida L. Troutt,
Mary A. Chaswell,
Claretta Scott,
Christina Watson,

Frances Hall,
Electa C. Jollie,
Mary C. Neely,
Isabella Whiteside,
Margaret McGinn.

MUSIC TEACHER.

Marcus Colburn.

JANITOR.

Samuel C. Haight.

No. 28.

No. 189 East Twentieth street, between First and Second avenues, Eighteenth Ward.

Elizabeth A. Wilkinson,
Harriet A. Youngs,
Eleanor E. Taylor,
Jenny A. Cole,
Susan Cloherty,
Sarah E. Crouchley,

Emma Miller,
Mary E. Flynn,
Mary L. Stodart,
Emma A. Hovey,
Annie E. Powell,
Fannie Armstrong.

Emma F. Leal,
Carrie H. Brewster,
Theresa McArgle,
Ellen Ford,
Jennie Dugan,
Sarah Conway.

JANITOR.

Timothy Curtin.

No. 29.

Nineteenth street, between First avenue and Avenue A, Eighteenth Ward.

Sarah A. Bodine,
Eliza A. Anderson,
Jane A. Garthwaite,
Irene Winchell,
Catharine Kerr,
Annie Byrdsell,

Maria L. Waring,
Sophia Christie,
Maria Christie,
Annie Whelon,
L. Josephine Snell,
Mary E. Cruise,

Alice Sterling,
Carrie S. Hagar,
Anna Koch,
Eleanora F. Morris.

JANITOR.

Patrick Downey.

No. 30.

Ward's Island, Twelfth Ward.

Mary Gildersleeve.

JANITRESS.

Margaret Gleason.

No. 31.

No. 276 Second street, near Avenue C, Eleventh Ward.

Ellen F. Holly,
Anna W. Birdsall,
Kate T. Moriarty,

Julia J. Pethick,
Hannah Cromer,

Mary J. Birdsall,
Anna M. Houseworth.

JANITRESS.

Margaret Donlan.

No. 32.

Fort Washington, Twelfth Ward.

Fannie E. Tone,

Augusta A. Swartz,

Louisa Maxmann.

MUSIC TEACHER.

JANITRESS.

H. A. Daly.

Mrs. O'Blemis.

No. 33.

No. 62 Varick street, Fifth Ward.

Frances A. Comstock,

Sara A. Albro,

Hannah J. Taylor,

Mary J. Moorehouse,

Susan Vernon,

Mary S. Tompkins.

Josephine L. Hope,

JANITRESS.

Elizabeth T. Macrink.

No. 34.

No. 293 Pearl street, near Beekman, Second Ward.

Eliza Reynolds,

Margaret Beyrer,

Ellen B. Hassett.

Emile T. Wharam,

Selenda M. Petrie,

JANITOR.

William Furlong.

No. 35.

Sixty-seventh street, between Tenth avenue and Broadway, Twenty-second Ward.

Mary Alice Delany,

Mary E. Waller,

Theresa B. Williams.

Alphersyen Kidd,

JANITRESS.

Eliza Daley.

No. 36.

No. 70 Monroe street, near Pike, Seventh Ward.

Sarah E. Rywood,
Harriet H. Budd,
Mary A. Powers,
Carrie V. Franklin,

Maggie A. Blaney,
Ella F. Graham,
Annie T. Manning,
Mary G. Brown,

Anna L. Johnson,
Sarah J. Barrien,
Catharine F. Cummings,
Rosanna A. Ennis.

MUSIC TEACHER.

Catharine Fitzpatrick.

JANITOR.

Michael Brassell.

No. 37.

Nos. 40 and 42 Robinson street, Third Ward.

Mary T. Gibbons,
Ellen Dennehy,

Annie S. Stiel,
Lucinda Britton,

Amanda Warts.

MUSIC TEACHER.

Annie Barry.

JANITOR.

Bridget Connolly.

No. 38.

Nos. 42 and 44 Trinity place, First Ward.

Ellen M. Hackett,
Sarah C. Hubie,
Sarah Cohen,
Missouri G. Finley,

Mary A. T. Kenney,
Mary A. J. Hunt,
Mary E. Rice,
Mary J. Rickard,

Elizabeth A. Keeland,
Kate M. Sullivan,
Mary Murphy.

MUSIC TEACHER.

Francis H. Nash.

JANITRESS.

Mrs. Daniel O'Connell.

No. 39.

Nos. 194 and 196 Seventh street, between Avenues B and C, Eleventh Ward.

Henrietta Fisk,
Joanna E. Messenger,
Kate E. Hendrickson,
Charlotte A. Morris,

Lizzie Wright,
Maggie E. Price,
Emeline Guion,
Mary E. Beilby,

Annie Chasmar,
Patience Hallett.

JANITOR.

Austin Edwards.

No. 40.

West Fifty-third street, between Broadway and Eighth avenue, Twenty second Ward.

Mary F. McKenna,
Henrietta L. Egbert,
Sarah A. Fick,
Lizzie M. Bell,
Jane P. O'Brien,

Anna Blun,
Ann Robertson,
Sarah Love,
Rebecca J. Doughty,
Char. A. Wunnenberg,

Mary K. Robertson,
Mary E. O'Keefe,
Kate F. Hodgins.

MUSIC TEACHER.

Susan Flynn.

JANITOR.

James Wilson.

COLORED SCHOOLS.

No. 1.

No. 135 Mulberry street, Fourteenth Ward.

BOYS' DEPARTMENT.

John Peterson,
Peter H. Loveridge,

Peter S. Ewell,

Wright Seaman, Jr.

GIRLS' DEPARTMENT.

Eliza Gwynne,
Rhoda S. Ledgers,

Phebe Tredwell,
Mary Hagerman,

Elizabeth Gray.

DRAWING TEACHER.

Francis O'Bryan.

MUSIC TEACHER.

George W. Pettit.

JANITRESS.

Jane Tredwell.

No. 2.

Nos. 51 and 58 Laurens street, Eighth Ward.

BOYS' DEPARTMENT.

Ransom F. Wake,

John R. Porter.

Emily R. Thomas.

GIRLS' DEPARTMENT.

Fanny Tompkins,
Caroline Hamilton.

Helen Clew,

Maria Zuille.

PRIMARY DEPARTMENT.

Sarah Ennals, Catharine Harley, Angeline Dawley, Agatha Prændergast.

MUSIC TEACHERS.

William Appo,

Robert Hamilton.

JANITRESS.

Caroline Lèpane.

109

No. 3.

[Discontinued.]

No. 4.

*One Hundred and Twentieth street, between Third and Fourth avenues,
Twelfth Ward.*

Mary E. Tripp.

JANITRESS.

Mary McGivney.

No. 5.

No. 147 Franklin street, Fifth Ward.

Eliza D. Richards,

Julia A. E. Wood,

Florence T. Bay.

JANITRESS.

Gertrude C. Church.

No. 6.

No 1325 Broadway, Twentieth Ward.

FOR BOYS AND GIRLS.

Charles L. Reason,
Mary H. Anderson,

Mary E. Eato,
Mary E. Nichols,

Catharine A. Thompson,
Georgiana M. Snowden.

MUSIC TEACHER.

William Appo.

JANITRESS.

Delia Stuart.

No. 7.

No. 98 West Seventeenth street, Sixteenth Ward.

Sarah J. S. Tompkins,	Adeline Ogden,	Serena Rock.
Sarah A. Douglass,		

PRIMARY DEPARTMENT.

Elizabeth Pierce,	Ann E. Symonette,	Louisa McCrea.
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MUSIC TEACHER.

William Appo,

JANITOR.

Diana McCrea.

COLORED PRIMARY SCHOOLS.

No. 1.

Consolidated with Colored Grammar School No. 7, in the Sixteenth Ward.

Nos. 2 and 3.

*Rear of German Methodist Church, on Second street, near Avenue C,
Eleventh Ward.*

BOYS' DEPARTMENT.

George H. Greene.

JANITOR.

George Henry.

SCHEDULE No. 3.

Showing the Length of Time each School has been kept open, the Actual Average Attendance, and the Whole Number Taught, in the several Schools, as appears from the Annual Returns during the year ending December 31, 1865.

Grammar Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 1—</i>				
Boys' Department....	480	218	490	Fourth Ward, 80 and 82 Vandewater street.
Girls' do.	482	217	553	
Primary do.	482	511	1400	
<i>School No. 2—</i>				
Boys' Department....	481	241	506	Seventh Ward, 116 Henry street, near Pike.
Girls' do.	481	190	445	
Primary do.	481	588	1808	
<i>School No. 3—</i>				
Boys' Department....	481	888	657	Ninth Ward, cor. of Hudson and Grove streets.
Girls' do.	481	424	822	
Primary do.	481	697	1609	
<i>School No. 4—</i>				
Boys' Department....	420	222	474	Thirteenth Ward, 208 Rivington street, near Ridge.
Girls' do.	420	245	555	
Primary do.	420	793	2451	
<i>School No. 5—</i>				
Boys' Department....	482	186	460	Fourteenth Ward, 222 and 226 Mott street.
Girls' do.	482	115	255	
Primary do.	482	408	1351	
<i>School No. 6—</i>				
Boys and Girls' Dep't.	484	209	678	Twelfth Ward, Randall's Island.
Primary do.	484	860	1810	
<i>School No. 7—</i>				
Boys' Department....	482	218	447	Tenth Ward, 60 Chrystie street, near Hester.
Girls' do.	482	146	876	
Primary do.	482	576	1649	
<i>School No. 8—</i>				
Boys' Department....	481	214	898	Eighth Ward, Grand street, between Laurens and Wooster.
Girls' do.	481	220	406	
Primary do.	481	488	1216	
<i>School No. 9—</i>				
Boys' Department....	481	182	291	Twenty-second Ward, corner 82d street and 11th avenue.
Girls' do.	481	104	246	
<i>School No. 10—</i>				
Boys' Department....	410	233	485	Fifteenth Ward, 180 Wooster street, near Bleecker.
Girls' do.	410	228	525	
Primary do.	409	520	1590	
<i>School No. 11—</i>				
Boys' Department....	481	414	819	Sixteenth Ward, 17th street, near 8th avenue.
Girls' do.	429	418	814	
Primary do.	429	1058	2821	
<i>School No. 12—</i>				
Boys' Department....	481	179	409	Seventh Ward, 871 Madison street, near Jackson.
Girls' do.	481	124	174	
Primary do.	481	490	1444	

Grammar Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 18—</i>				
Boys' Department....	482	290	694	} Seventeenth Ward, 289 Houston street, near Essex.
Girls' do.	482	290	666	
Primary do.	482	992	2874	
<i>School No. 14—</i>				
Boys' Department....	480	477	940	} Twenty-first Ward, 27th street, near Second avenue.
Girls' do.	420	452	782	
Primary do.	480	1256	8057	
<i>School No. 15—</i>				
Boys' Department....	882	816	622	} Eleventh Ward, 289 Fifth street, between Avenues C and D.
Girls' do.	831	808	568	
Primary do.	882	770	1748	
<i>School No. 16—</i>				
Boys' Department....	481	255	561	} Ninth Ward, Thirteenth street, near 7th avenue.
Girls' do.	431	285	654	
Primary do.	431	878	783	
<i>School No. 17—</i>				
Boys' Department....	430	478	889	} Twenty-second Ward, 47th street, between 8th and 9th avenues.
Girls' do.	430	515	1140	
Primary do.	430	1195	2996	
<i>School No. 18—</i>				
Boys' Department....	430	293	711	} Nineteenth Ward, 51st street, near Lexington avenue.
Girls' do.	431	207	487	
Primary do.	430	686	1568	
<i>School No. 19—</i>				
Boys' Department....	432	370	939	} Seventeenth Ward, 14th street between 1st and 2d avenues.
Girls' do.	432	371	1052	
Primary do.	432	888	2588	
<i>School No. 20—</i>				
Boys' Department....	432	388	809	} Tenth Ward, Chrystie street, near Delancey.
Girls' do.	432	279	578	
Primary do.	432	952	2375	
<i>School No. 21—</i>				
Boys' Department....	426	205	459	} Fourteenth Ward, Marion street, near Prince.
Girls' do.	425	125	346	
Primary do.	426	534	1278	
<i>School No. 22—</i>				
Boys' Department....	480	227	537	} Eleventh Ward, Stanton street, corner of Sheriff street.
Girls' do.	430	235	495	
Primary do.	430	623	1620	
<i>School No. 23—</i>				
Boys' Department....	432	188	461	} Sixth Ward, 26 and 28 City Hall place.
Girls' do.	432	168	321	
Primary do.	432	521	1091	
<i>School No. 24—</i>				
Boys' Department....	432	180	458	} Sixth Ward, Elm street, near Leonard.
Girls' do.	432	196	467	
Primary do.	432	479	1034	
<i>School No. 25—</i>				
Primary Department.	432	827	934	Fourth Ward, 18 Oak street.
<i>School No. 27—</i>				
Boys' Department....	428	171	511	} Nineteenth Ward, East 42d street, near 3d avenue.
Girls' do.	428	151	459	
Primary do.	427	549	1626	
<i>School No. 28—</i>				
Boys' Department....	432	290	674	} Twenty-second Ward, 40th street, near 8th avenue.
Girls' do.	432	273	576	
Primary do.	432	633	2041	

Grammar Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 29—</i>				
Boys' Department....	482	204	542	} First Ward, 97 and 99 Greenwich street.
Girls' do.	482	168	861	
Primary do.	482	428	860	
<i>School No. 30—</i>				
Boys' Department....	264	122	278	} Fourteenth Ward, Baxter street, near Grand.
Girls' do.	420	149	815	
Primary do.	420	424	1002	
<i>School No. 31—</i>				
Boys' Department....	481	164	328	} Seventh Ward, Monroe street, near Montgomery.
Girls' do.	481	112	276	
Primary do.	481	571	1561	
<i>School No. 32—</i>				
Boys' Department....	481	494	1048	} Twentieth Ward, 35th street, near 9th avenue.
Primary do.	481	1181	8195	
<i>School No. 33—</i>				
Boys' Department....	480	541	937	} Twentieth Ward, 28th street, between 9th and 10th avenues.
Primary do.	481	1214	2885	
<i>School No. 34—</i>				
Boys' Department....	482	258	581	} Thirteenth Ward, Broome street, between Sheriff and Willett.
Girls' do.	481	218	417	
Primary do.	482	507	1816	
<i>School No. 35—</i>				
Boys' Department....	481	784	1524	} Fifteenth Ward, 18th street, near 6th avenue.
Primary do.	481	481	1111	
<i>School No. 36—</i>				
Boys' Department....	480	268	727	} Eleventh Ward, 9th street, near Avenue C.
Girls' do.	480	254	615	
Primary do.	480	861	1990	
<i>School No. 37—</i>				
Boys' Department....	482	199	892	} Twelfth Ward, 87th street, near 4th avenue.
Girls' do.	481	244	457	
Primary do.	481	488	1530	
<i>School No. 38—</i>				
Boys' Department....	480	846	647	} Eighth Ward, Clarke street, near Broome.
Girls' do.	480	849	786	
Primary do.	480	744	1897	
<i>School No. 39—</i>				
Boys' Department....	418	227	500	} Twelfth Ward, 125th street, between 2d and 3d avenues.
Girls' do.	418	248	498	
Primary do.	417	548	1545	
<i>School No. 40—</i>				
Boys' Department....	415	606	1421	} Eighteenth Ward, 23d street, between 2d and 3d avenues.
Primary do.	482	470	1208	
<i>School No. 41—</i>				
Boys' Department....	481	260	524	} Ninth Ward, Greenwich avenue, opposite Charles street.
Girls' do.	481	240	524	
Primary do.	481	428	1068	
<i>School No. 42—</i>				
Boys' Department....	482	841	697	} Tenth Ward, Allen street, between Canal and Hester.
Girls' do.	482	808	797	
Primary do.	482	919	2168	
<i>School No. 43—</i>				
Boys' Department....	429	74	238	} Twelfth Ward, 129th street, near 10th avenue.
Primary do.	428	126	483	
<i>School No. 44—</i>				
Boys' Department....	426	889	744	} Fifth Ward, corner North Moore and Varick streets.
Girls' do.	426	891	805	
Primary do.	426	644	1461	

Grammar Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 45—</i>				
Girls' Department....	389	567	1085	{ Sixteenth Ward, 24th street, between 7th and 8th avenues.
Primary do.	389	780	1849	
<i>School No. 46—</i>				
Boys' Department....	430	131	264	{ Twelfth Ward, 156 street, between 9th and 10th avenues.
Girls' do.	430	122	268	
<i>School No. 47—</i>				
Girls' Senior Dep't....	481	224	400	{ Fifteenth Ward, 12th street, bet. Broadway and University pl.
Do. Junior do.	481	411	780	
Primary do.	481	581	1292	
<i>School No. 48—</i>				
Boys' Department....	481	858	751	{ Twentieth Ward, 28th street, bet. 6th and 7th avenues.
Girls' do.	481	412	800	
Primary do.	482	1222	2889	
<i>School No. 49—</i>				
Boys' Department....	378	880	693	{ Twenty-first Ward, 87th street, bet. 2d and 3d avenues.
Girls' do.	378	865	754	
Primary do.	378	908	2806	
<i>School No. 50—</i>				
Girls' Department....	484	482	928	{ Eighteenth Ward, 20th street, bet. 2d and 3d avenues.
Primary do.	483	502	1768	
<i>School No. 51—</i>				
Boys' Department....	424	180	878	{ Twenty-second Ward, 44th street, bet. 10th and 11th avenues.
Girls' do.	424	128	289	
Primary do.	424	688	1660	
<i>School No. 52—</i>				
Boys' Department....	430	76	142	{ Twelfth Ward, 206th street, near Tubby Hook.
Girls' do.	430	46	106	
<i>School No. 53—</i>				
Boys' Department....	422	205	478	{ Nineteenth Ward, 79th street, near 3d avenue.
Girls' do.	419	159	446	
Primary do.	416	417	1215	
<i>School No. 54—</i>				
Boys' Department....	351	70	178	{ Twelfth Ward, 104th street, cor. 10th avenue.
Primary do.	481	148	423	
<i>School No. 55—</i>				
Boys' Department....	481	525	1090	{ Sixteenth Ward, 20th street, bet. 6th and 7th avenues.
Primary do.	457	526	1020	
		58911	140629	

PRIMARY SCHOOLS.

Primary Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
Primary School No. 1,	432	1017	2689	{ 10th Ward, Ludlow street, near Delancey.
" " 2,	432	836	966	{ 6th Ward, 101 Bayard street, near Baxter.
" " 3,	430	865	1087	{ 11th Ward, 100 Cannon street, near Stanton.
" " 4,	426	811	665	{ 12th Ward, 120th street, Harlem.
" " 5,	428	644	1527	{ 11th Ward, 4th street, near Avenue C.
" " 6,	431	225	478	{ 8th Ward, 61 Thompson street.
" " 7,	431	329	840	{ 9th Ward, 174 West 10th street.
" " 8,	432	550	1569	{ 6th Ward, Mott street, near Canal.
" " 9,	432	880	816	{ 17th Ward, 42 First street.
" " 10,	256	810	623	{ 13th Ward, Cannon street, near Broome.
" " 11,	429	329	759	{ 5th Ward, 461 Greenwich street.
" " 13,	431	848	784	{ 9th Ward, Downing street, near Bleeker.
" " 14,	432	649	1905	{ 4th Ward, Oliver street, near Oak.
" " 15,	432	139	875	{ 1st Ward, 3 Stone street.
" " 16,	432	823	716	{ 18th Ward, cor. 23d street and 2d avenue.
" " 17,	434	283	700	{ 22d Ward, cor. 42d street and Broadway.
" " 18,	431	164	461	{ 9th Ward, Waverley place, near Bank street.
" " 19,	430	358	780	{ 16th Ward, 223 West 18th street.
" " 20,	430	578	1460	{ 13th Ward, Broome street, near Clinton.
" " 21,	229	197	631	{ 13th Ward, Rivington street, near Goerck.
" " 22,	432	650	1813	{ 17th Ward, 9th street, cor. 1st avenue.
" " 23,	432	281	695	{ 17th Ward, 11th street, between 3d and 4th avenues.
" " 24,	431	499	1642	{ 9th Ward, Horatio street, near Hudson.
" " 25,	431	377	967	{ 8th Ward, 545 Greenwich street.
" " 26,	432	377	1450	{ 17th Ward, south side 12th street, near Avenue B.
" " 27,	432	629	1601	{ 20th Ward, 87th street, near 10th avenue.
" " 28,	432	376	738	{ 18th Ward, 23d street and 2d avenue.
" " 29,	432	679	1496	{ 18th Ward, 19th street, between 1st avenue and Avenue A.
" " 30,	426	88	104	{ 12th Ward, Ward's Island.
" " 31,	428	307	703	{ 11th Ward, 2d street, near Avenue C.
" " 32,	432	70	158	{ 12th Ward, 186th street, near Kingsbridge road.

PRIMARY SCHOOLS—CONTINUED.

Primary Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
Primary School No. 33,	428	270	713	5th Ward, Varick street, near Canal.
" " 34,	430	225	478	{ 2d Ward, 203 Pearl street, cor. Beekman.
" " 35,	432	126	800	{ 22d Ward, 67th street, near Broadway.
" " 36,	431	546	1611	{ 7th Ward, 68 and 70 Monroe street, between Market and Pike.
" " 37,	440	179	336	3d Ward, 40 and 42 Robinson street.
" " 38,	420	485	1090	1st Ward, 42 and 44 Trinity place.
" " 39,	428	373	1114	11th Ward, 194 and 196 Seventh street.
" " 40,	430	535	1820	{ 22d Ward, 53d street, between Broadway and 8th avenue.
		15255	38155	

COLORED SCHOOLS.

Colored Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
Colored School No. 1—				
Boys' Department...	400	84	204	} 14th Ward, 185 Mulberry street, bet. Grand and Hester streets.
Girls' do. ...	400	99	277	
Colored School No. 2—				
Boys' Department...	431	51	107	} 8th Ward, 51 and 53 Laurens street, near Broome.
Girls' do. ...	432	78	190	
Primary do. ...	431	124	370	
Colored School No. 4...	425	13	87	} 12th Ward, 120th street, near 4th avenue.
Colored School No. 5...	432	60	159	
Colored School No. 6...	434	118	841	5th Ward, 147 Franklin street.
Colored School No. 7...	432	128	327	20th Ward, 1825 Broadway.
Colored Primary Sch'l				16th Ward, 98 West 17th street.
Nos. 2 and 3.....}	432	40	100	11th Ward, 2d street, near Avenue C.
		795	2112	

RECAPITULATION

*Of the Actual Average Attendance and Whole Number Taught by Wards,
for the year ending the 31st day of December, 1865.*

Wards.	Actual Average.	Whole Num- ber Taught.	Wards.	Actual Average.	Whole Num- ber Taught.
First Ward	1424	8228	Thirteenth Ward.....	8328	8458
Second Ward	225	473	Fourteenth Ward.....	2451	6220
Third Ward.....	179	896	Fifteenth Ward.	3462	7657
Fourth Ward.....	1977	5282	Sixteenth Ward	4724	10055
Fifth Ward	2083	4641	Seventeenth Ward ...	5287	13587
Sixth Ward	2618	6367	Eighteenth Ward	3438	8270
Seventh Ward.....	8145	8062	Nineteenth Ward.....	2839	7501
Eighth Ward	3216	7462	Twentieth Ward.....	6114	13942
Ninth Ward	4635	10929	Twenty-first Ward...	3783	9032
Tenth Ward.....	5144	12485	Twenty-second Ward	5560	13495
Eleventh Ward	5591	18448			
Twelfth Ward.....	8788	9966	Total	74961	180896

EVENING SCHOOLS.

*Average Attendance and Whole Number Taught in the Evening Schools,
for the year ending the 31st day of December, 1865.*

WARDS.	MALE SCHOOLS.		FEMALE SCHOOLS.	
	Average.	Whole Number.	Average.	Whole Number.
First	192	607	199	360
Fourth	164	349	234	435
Fifth	320	684	173	456
Sixth	236	595	187	224
Seventh	243	596	127	213
Eighth	339	753	188	363
Ninth	336	1,251	201	471
Tenth	377	895	206	356
Eleventh	451	1,287	354	530
Twelfth, Harlem	110	287	32	65
" Yorkville	99	215	55	70
" Manhattanville	93	269	No Female	School.
Thirteenth	243	951	194	195
Fourteenth	311	746	236	359
Sixteenth	370	842	225	275
Seventeenth, Houston street ...	464	894	360	439
" Twelfth street ...	384	547	232	316
Eighteenth	361	926	182	252
Nineteenth	310	424	98	141
Twentieth	390	907	276	462
Twenty-first	316	850	277	433
Twenty-second, 40th street,	222	571	197	401
" 44th "	352	594	No Female	School.
" 47th "	254	565	175	233
Eighth, Colored	70	245	....	...
Sixteenth, do.	72	157	....	...
	7,079	17,007	4,408	7,049

Average attendance—Male and Female Schools.....11,487
Whole Number Taught " " "24,056

CORPORATE SCHOOLS.

SCHOOLS.	Number of Sessions.	Average Attendance.	Whole Number.
New York Orphan Asylum	492	158	183
Roman Catholic Orphan Asylum—			
Male Department	494	449	502
Female "	498	358	402
Protestant Half-Orphan Asylum.....	60	186	200
House of Refuge—			
Male Department.....	506	678	1,119
Female "	506	167	366
Leake and Watts Orphan House—			
Male Department.....	281	74	85
Female "	468	68	79
Colored Orphan Asylum.....	500	180	241
American Female Guardian Society and Home Industrial School.....	459	794	2,941
New York Juvenile Asylum.....	578	568	1,082
House of Reception of do.	514	129	839
Ladies' Home Missionary Society	482	273	1,117
Five Points House of Industry	512	327	1,664
Children's Aid Society	4,694	784	2,680
Total.....		5,188	18,440

AVERAGE ATTENDANCE AND WHOLE NUMBER TAUGHT, IN DETAIL FOR THE YEAR ENDING THE 31ST DAY OF DECEMBER, 1885.

SCHOOLS.	Average.	Whole Number.
Ward Schools—Boys' Department	18,437	29,469
" Girls' " 	12,459	26,806
" Primary " 	88,085	84,854
Primary Schools	15,255	86,155
Colored Schools	795	2,112
Evening Schools—Male	7,079	17,007
" Female	4,408	7,049
Free Academy .....	.....	788
Normal Schools	226	569
Corporate Schools	5,183	13,440
Total	91,857	219,749

RECAPITULATION

*Of the Average Attendance and Whole Number Taught, for the
year ending December 31, 1865.*

SCHOOLS.	Average.	Whole Number.
Grammar Schools and Primary Departments	58,911	140,629
Primary Schools	15,265	88,155
Colored Schools	795	2,112
Evening Schools	11,487	24,056
Free Academy .....	.....	788
Normal School	226	569
Total Ward, &c., Schools	86,674	206,809
New York Orphan Asylum	158	183
Roman Catholic Orphan Asylum	807	904
Protestant Half-Orphan Asylum	186	200
House of Refuge	840	1,475
Leake and Watts Orphan House	142	164
Colored Orphan Asylum	180	241
Am. Female Guardian Society and Home Industrial School	794	2,941
New York Juvenile Asylum	568	1,082
House of Reception of do.	129	889
Ladies' Home Missionary Society	278	1,117
Five Points House of Industry	827	1,664
Children's Aid Society	784	2,680
Total	91,857	219,749

SCHEDULE NO. 4.

Showing the Expenses incurred for Teachers' Salaries, Books, Stationery, Fuel, &c., in the Ward Schools, for each Ward, and the Value of Supplies from the Depository, and Repairs through the Shop, for the year ending December 31, 1865.

WARDS.	TEACHERS' SALARIES.	JANITORS' WAGES.	REPAIRS.	REPAIRS THRO' SHOP.		FURNITURE.	GAS.	FUEL.	SUPPLIES THROUGH DEPOSITORY.	CLEANING.	PRINTING AND ADVERTISING.	MINORS- LANDSCAPES.	TOTAL FOR TWELVE MONTHS.
				By authority of the Trustees.	By authority of the Bd. of Ed.								
1st.....	\$36,761 09	\$1,559 94	\$959 35	\$98 25	.....	.....	.....	\$1,555 59	\$14 00	\$459 98	\$73 45	.....	\$84,539 31
2d.....	2,748 97	800 60	60 10	23 61	.....	.....	\$77 65	318 47	.....	145 76	.....	.....	8,716 46
3d.....	3,904 95	300 00	103 50	58 69	\$39 79	.....	1 05	154 55	.....	357 83	.....	.....	5,860 35
4th.....	33,451 68	1,690 00	1,159 77	559 16	.....	137 17	.....	9,928 50	40 50	3,143 06	78 75	.....	43,515 94
5th.....	35,040 44	1,690 00	1,130 14	.....	.....	64 83	.....	1,788 71	78 05	3,455 97	147 50	39 11	43,796 25
6th.....	50,079 13	2,240 00	1,308 06	92 05	606 13	31 50	24 50	1,930 15	9 00	3,953 76	.....	49 94	69,924 55
7th.....	59,093 65	3,999 95	3,093 94	11 83	224 03	43 00	185 95	3,389 04	75 00	4,493 85	.....	68 96	75,134 53
8th.....	59,765 93	2,700 00	1,045 33	761 63	.....	39 50	58 31	2,502 00	97 40	6,819 84	58 50	93 00	75,089 73
9th.....	76,963 41	3,833 50	2,397 38	125 13	.....	52 50	153 34	3,454 92	.....	5,514 03	176 95	73 50	92,783 48
10th.....	91,947 54	3,680 00	2,639 90	43 73	.....	35 00	61 16	3,659 74	48 10	9,064 01	115 70	143 35	101,171 65
11th.....	83,081 14	5,099 51	2,192 68	7 33	10,451 00	35 00	115 50	5,375 69	87 33	7,751 43	65 00	93 81	123,792 16
12th.....	53,173 66	2,700 00	2,365 59	145 35	5,893 32	159 00	371 30	3,915 93	.....	8,133 54	268 25	54 50	103,593 31
13th.....	59,554 31	2,700 00	1,833 37	1,803 81	.....	133 50	119 46	3,621 98	149 50	4,048 87	.....	189 38	74,403 55
14th.....	62,778 38	2,700 00	1,714 84	1,921 37	5,893 32	15 00	331 13	3,779 31	.....	6,385 84	159 75	.....	90,357 59
15th.....	76,438 78	3,973 43	2,137 50	584 19	2,07 66	88 05	150 35	5,450 40	102 65	10,979 59	890 44	533 54	105,031 37
16th.....	78,070 10	3,400 04	2,438 61	433 69	4,791 66	42 00	136 50	4,154 35	2 35	1,153 51	615 00	150 33	101,921 37
17th.....	50,650 25	644 85	644 85	439 57	.....	143 25	401 02	3,673 73	31 35	6,031 45	230 00	71 14	64,432 15
18th.....	69,900 05	2,350 00	1,353 53	.....	463 74	62 50	71 15	3,673 73	175 50	6,416 93	59 25	.....	74,465 34
19th.....	67,106 05	3,119 83	4,157 34	13 96	.....	62 50	389 00	5,141 92	.....	9,959 52	158 05	140 00	110,257 16
20th.....	57,322 52	2,717 00	2,717 00	59 66	7,073 51	30 00	58 50	3,399 59	37 73	8,659 96	117 00	94 50	81,723 03
21st.....	90,513 63	3,490 00	3,791 01	599 63	.....	43 00	.....	4,357 71	8 84	8,160 24	.....	178 13	117,468 33
Total...	\$1,267,790 10	57,075 36	43,331 64	6,376 40	33,114 40	1,318 95	3,795 96	71,780 65	976 45	134,637 30	3,831 56	1,890 10	1,689,065 95

* The item "Miscellaneous," comprises payments for surveying Sites for School Buildings, &c.

SCHEDULE No. 5.

*Revenues and Expenditures of the Free Academy and Evening Schools,
from the 31st of December, 1864, to December 31, 1865.*

FREE ACADEMY.

Amount of Appropriations by the Board of Education for the support of the Free Academy, 1865.....	\$83,000 00
Amount of Appropriations by the Board of Education for repairs of the Free Academy, 1865.....	3,000 00
Amount appropriated by the Board of Education, through General Account, for extra supplies and repairs	11,241 58
Total Appropriations.....	\$97,241 58
Paid for salaries of the Faculty and others.....	\$82,666 68
“ repairs (\$1,875 64. Shop, \$48 82).....	1,424 46
“ apparatus and chemicals.....	828 71
“ printing.....	870 93
“ gas.....	152 64
“ fuel.....	838 11
“ Commencement and Junior Exhibition.....	1,558 25
“ furniture.....	236 72
“ incidentals—insurance, cleaning, &c.....	2,846 20
“ books, &c., through the Depository of the Board.....	5,248 89
	<u>\$95,666 04</u>

LIBRARY ACCOUNT.

Balance on hand 31st Dec., 1864—Literature Fund.....	\$717 65
“ “ Grosvenor Fund.....	792 39
	<u>\$1,510 04</u>
Received from State Treasurer—Literature Fund.....	\$976 89
“ “ interest on Grosvenor Fund....	2,008 62
	<u>\$2,985 51</u>
Total.....	\$4,495 55
Paid for Library books from Literature Fund.....	\$1,660 80
“ “ Grosvenor Fund.....	1,628 40
	<u>3,284 20</u>
Balance on hand—Literature Fund.....	\$83 74
“ Grosvenor Fund.....	1,177 61
	<u>\$1,211 35</u>

31st December, 1865.

EVENING SCHOOLS.

Amount appropriated by the Board	\$80,000 00	
" " through General Account, by the Board .	9,559 14	
		<u>\$89,559 14</u>
Paid for salaries for the term, per Finance Account.....	\$64,000 27	
" gas fixtures.....	816 43	
" gas.....	8,851 47	
" printing.....	679 75	
" supplies.....	174 07	
" miscellaneous—repairs, &c.....	425 57	
" books, stationery, &c, through Depository.....	15,111 58	
		<u><u>\$89,559 14</u></u>

31st December, 1865.

SCHEDULE No. 6.

Names of Instructors Employed in the Free Academy, and Compensation paid to each.

NAMES.	ANNUAL COMPEN- SATION.
Horace Webster, LL. D., President of the Faculty and Professor of Moral, Intellectual, and Political Philosophy.....	\$4,750 00
John Jason Owen, D. D., LL. D., Vice Principal and Professor of the Ancient Languages and Literature.....	4,250 00
Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics and Secretary of the Faculty.....	8,750 00
John Augustus Nichols, A. M., Professor of Mixed Mathematics.....	8,750 00
Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.	8,750 00
John Graeff Barton, A. M., Professor of the English Language and Literature.....	8,750 00
Jean Roemer, LL. D., Professor of the French Language and Literature.....	8,750 00
Agustin Jose Morales, LL. D., Professor of the Spanish Language and Literature.....	8,750 00
Hermann Joseph Aloys Koerner, Ph. D., Professor of Drawing.....	8,750 00
Robert Ogden Doremus, M. D., Professor of Chemistry and Physics.....	8,750 00
Adolph Werner, M. S., Professor of the German Language and Literature.....	8,750 00
John Christopher Draper, M. D., Professor of Natural History and Hygiene.....	8,750 00
Joel Tyler Benedict, A. M., Adjunct-Professor in the Department of Pure Mathematics.....	8,750 00
George Washington Huntsman, A. M., Adjunct Professor in the Department of Philosophy.....	8,750 00
Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.....	2,500 00
William Bienhauer Silber, A. M., Tutor in the Ancient Languages.....	2,500 00
Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.....	2,500 00
Alfred George Compton, A. M., Tutor in the English Language.....	2,500 00
Casimer Fabregou, A. M., Tutor in the French Language.....	2,500 00
James Godwin, A. M., Tutor in Pure Mathematics.....	2,487 50
Lucien Oudin, A. M., Tutor in the French Language.....	2,187 50
Solomon Woolf, A. M., Tutor in Drawing.....	1,875 00
James Knox, A. M., Tutor in Drawing.....	2,075 00
Fitzgerald Tisdall, A. M., Tutor in Ancient Languages.....	1,875 00
James Edward Morrison, Tutor in History and Belles-Lettres.....	1,562 50
Joseph Edwin Frobisher, Special Instructor in Elocution.....	2,000 00
Ass W. Wilkinson, M. D., Assistant in Laboratory.....	1,562 50

SCHEDULE No. 7.

Containing Location, Size of Lot, Size, Cost, and Date of Erection, of each School Building.

W. T. Schools.	Location.	Size of Lot.	Size of Main Building.	No. of Stories.	No. of Inhabitants.	Size of Wings.	Size of Stair Building.	Cost of Building.	Date of Completion.	Altered or Rebuilt.
No. 1	Vandewater st., near Pearl.	75 by 97½ ft.	45 by 91 feet.	4	4	15 by 26 feet.	.....	\$33,847	1893	
2	Henry st., near Pike.	75 by 100 "	42 by 100 "	3	2	16½ by 26½ "	.....	26,000	1885	1885
3	Hudson st., near Grove.	71 by 100 "	48 by 116 "	4	1	23 by 26½ "	9 by 20½ "	37,000	1921	1860
4	Livington st., near Ridge.	75 by 100 "	45 by 100 "	4	1	20 by 26½ "	.....	36,000	1919	1854
5	Ridge st.	20 by 65 "	55 by 90 "	3	4	28 by 50 "	.....	23,000	1922	1855
6	Mott st., near Prince.	75 by 100 "	45 by 106 "	2	2	15 by 28 "	.....	19,000	1926	1858
7	Randall's Island.	75 by 100 "	40 by 100 "	8	4	16 by 26 "	.....	32,049	1926	1863
8	Chryslie st., near Hecker.	75 by 100 "	45 by 94 "	4	4	16 by 26 "	.....	4,000	1880	
9	Grand st., near Wooster.	300 by 100 "	28 by 90 "	1	1	16 by 22 "	9 by 19 "	28,000	1923	1859
10	82d st., cor. 11th av.	75 by 100 "	48 by 91 "	4	2	16 by 26 "	.....	30,000	1882	1854
11	Wooster st., near Hecker.	100 by 100 "	50 by 100 "	4	4	25 by 25 "	14 by 19 "	26,000	1883	1856
12	17th st., near 8th av.	100 by 100 "	42 by 86 "	3	2	29 by 26 "	.....	38,000	1883	1856
13	Madison st., near Jackson.	100 by 100 "	50 by 95 "	4	4	25 by 27½ "	.....	64,000	1949	1859
14	Houston st., near Norfolk.	100 by 100 "	2 stories.	4	2	25 by 25 "	.....	.....	.....	.....
15	27th st., near 8d av.	125 by 100 "	55 by 128 "	4	2	25 by 25 "	.....	.....	.....	.....
16	On 28th st.	50 by 100 "	2 stories.	4	2	25 by 41 "	.....	.....	.....	.....
17	5th st., near Avenue D.	90 by 98 "	42 by 96 "	4	2	24 by 28 "	.....	.....	.....	.....
18	18th st., near 7th av.	100 by 100 "	42 by 86 "	3	2	24 by 28 "	14 by 20 "	23,000	1945	1859
19	47th st., near 8th av.	125 by 100 "	47 by 97 "	3	2	25 by 29 "	.....	27,000	1946	1859

16	81st st., near Lexington av.	100 by 100	"	41 by 96	"	2	16 by 26	"	15 by 20	1856
19	14th st., near 1st av.	105 by 108	"	50 by 100	"	4	25 by 37½	"	.....	1859
20	Chryslie st., near Delancey	100 by 100	"	50 by 97	"	4	25 by 28	"	.....	1856
21	Marion st., near Prince	75 by 100	"	43 by 91	"	4	2 16 by 22	"	9 by 19	1843
22	Stanton st., near Sheriff	60 by 100	"	45 by 85	"	3	2 16 by 26	"	19 by 20	1856
23	City Hall place, near Pearl st.	49 by 69	"	39 by 69	"	3	15 by 44	"	.....	1855
24	Elm st., near Leonard	50 by 90	"	40 by 90	"	3	.....	.....	.....	1855
25	Oak st., near Roosevelt	75 by 98½	"	43 by 98	"	4	16 by 26	"	.....	1860
27	42d st., near 8d av.	100 by 98½	"	50 by 98	"	2	20 by 24½	"	.....	1862
28	40th st., near 8th av	48½ by 97½	"	40 by 80	"	4	9½ by 30	"	12 by 16	1854
29	Greenwich st., near Rector	75 by 100	"	45 by 90	"	3	4 by 16	"	9 by 20	1844
30	Baxter st., near Grand	70½ by 97	"	42 by 86	"	4	16½ by 40	"	15 by 19	1844
31	Monroe st., near Montgomery	100 by 98½	"	50 by 98½	"	4	.....	.....	.....	1861
32	35th st., near 9th av	125 by 100	"	50 by 100	"	2	.....	.....	.....	1857
33	28th st., near 10th av.	75 by 87	"	50 by 87	"	2	16½ by 26	"	.....	1856
34	Broome st., near Sheriff	87 by 108	"	49 by 87	"	4	25 by 26	"	.....	1861
35	18th st., near 6th av.	100 by 100	"	48 by 88	"	3	12½ by 26	"	15 by 24	1855
36	9th st., near Avenue C	100½ by 100	"	46 by 96	"	2	19 by 27	"	.....	1861
37	87th st., near 4th av	75 by 90	"	50 by 90	"	4	25 by 26½	"	.....	1855
38	Clarke st., near Broome	100 by 99½	"	50 by 95	"	3	26 by 26	"	15 by 20	1861
39	126th st., near 2d av	87½ by 98½	"	48 by 98½	"	4	13½ by 25	"	.....	1858
40	28d st., near 2d av	75 by 119	"	45 by 80	"	2	10 by 23	"	.....	1856
41	Greenwich avenue, opposite Charles st.	75 by 166	"	44 by 76	"	2	24½ by 47½	"	.....	1857
42	Allen st., near Hester	98 by 76	"	45 by 76	"	4	16 by 23	"	.....	1860
43	129th st., near 10th av.	200 by 90½	"	44 by 70	"	3	.....	.....	15 by 20	1854
44	North Moore st., cor. Varick	87½ by 76	"	47 by 80	"	1	17 by 38	"	.....	1851
"	W. Broadway, near Franklin	25 by 75	"	47 by 80	"	2	14 by 25	"	.....	1851
45	24th st., near 7th av.	100 by 98½	"	50 by 95	"	2	25 by 75	"	.....	1859
						2	18 by 25	"	.....	1851
						2	20 by 25	"	.....	1851

Primary School	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	No. 9	No. 10	No. 11	No. 12	No. 13	No. 14	No. 15	No. 16	No. 17	No. 18	No. 19	No. 20	No. 21	No. 22	No. 23	No. 24	No. 25	No. 26	No. 27	No. 28	No. 29	No. 30	No. 31	No. 32	No. 33
Ludlow st., near Delancey ..	75 by	87½	"	45 by	82	"	25 by	62	"	8	11 by 28 "	10,000	1848																				
Bayard st., near Baxter ..	25 by	96	"	25 by	62	"	25 by	62	"	8	11 by 28 "	4,800	1846																				
Cannon st., near Stanton ..	25 by	100	"	25 by	45	"	25 by	45	"	3	11 by 28 "	4,000	1884																				
120th st., near 8d av ..	49½ by	98	"	86 by	94	"	25 by	62	"	8	6¾ by 22 "	17,000	1857																				
4th st., near Avenue C ..	25 by	100	"	25 by	62	"	25 by	62	"	8	11 by 28 "	5,000	1844																				
Thompson st., near Broome ..	25 by	96	"	25 by	71	"	25 by	71	"	8	11 by 28 "	5,000	1844																				
W. 10th st., near Washington	50 by	96	"	86 by	90	"	25 by	62	"	4	7 by 22 "	17,000	1857																				
Mott st., near Bayard ..	64 by	144	"	58 by	57	"	25 by	62	"	2	21 by 25 "	18,000	1864																				
First st., near 2d av ..	75 by	100	"	57 by	73	"	25 by	62	"	8	21 by 31 "	18,000	1865																				
Cannon st., near Broome ..	25 by	100	"	25 by	62	"	25 by	62	"	8	11 by 28 "	5,000	1846																				
Greenwich st., near Vestry ..	50 by	75	"	40 by	45	"	25 by	62	"	2	11 by 28 "	28,000	1860																				
Downing st., near Bleeker ..	71 by	100	"	40 by	92	"	25 by	62	"	8	11 by 28 "	6,000	1845																				
Oliver st., near Oak ..	25 by	100	"	25 by	62	"	25 by	62	"	4	11 by 28 "	7,000	1839																				
Stone st., near Whitehall ..	86 by	68	"	25 by	62	"	25 by	62	"	8	11 by 28 "	5,000	1845																				
42d st., cor Broadway ..	25 by	100	"	25 by	62	"	25 by	62	"	8	11 by 28 "	17,000	1839																				
Waverly place, near Bank st	50 by	88	"	86 by	88	"	25 by	62	"	8	11 by 28 "	21,000	1848																				
18th st., near 9th av ..	84½ by	40½	"	42 by	100	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
Broome st., near Clinton ..	69 by	100	"	42 by	100	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
1st av., cor 9th st ..	50 by	87½	"	86 by	87	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
11th st., near 4th av ..	25 by	100	"	25 by	62	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
Horatio st., near 9th av ..	80 by	108	"	45 by	97	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
Greenwich st., near Charlto ..	80 by	108	"	45 by	97	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
12th st., near Av. B ..	75 by	107	"	40 by	90	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
37th st., near 11th av ..	80 by	99	"	50 by	95	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
20th st., near 1st av ..	75 by	92	"	40 by	90	"	25 by	62	"	8	11 by 28 "	18,000	1854																				
19th st., near 1st av ..	88 by	92	"	40 by	90	"	25 by	62	"	2	21¾ by 35 "	19,000	1854																				
Ward's Island ..	200 by	100	"	78 by	40	"	25 by	62	"	1	2 15 by 20 "	6,000	1868																				
2d st., near Avenue C ..	200 by	100	"	78 by	40	"	25 by	62	"	1	2 15 by 20 "	6,000	1868																				
182d st., near 11th av ..	200 by	100	"	78 by	40	"	25 by	62	"	1	2 15 by 20 "	6,000	1868																				
Varick st., near Canal ..	200 by	100	"	78 by	40	"	25 by	62	"	1	2 15 by 20 "	6,000	1868																				

SCHEDULE No. 8.

Showing the Amount Expended for Repairs, Materials, &c., through the Shop, for the year ending December 31st, 1865.

Wards.	Schools.	Total per School.	Total per Ward.
1st Ward,	Grammar School No. 29.....	\$57 67	
" "	Primary " 15.....	9 84	
" "	" " 88.....	21 22	\$88 28
2d "	" " 84.....	28 01	28 01
3d "	" " 87.....	148 47	148 47
4th "	" " 14.....	110 46	
" "	Grammar " 1.....	412 24	
" "	" " 25.....	29 46	552 16
6th "	" " 28.....	401 67	
" "	" " 24.....	287 88	
" "	Primary " 8.....	8 67	698 17
7th "	" " 86.....	87 42	
" "	Grammar " 2.....	82 49	
" "	" " 12.....	56 04	
" "	" " 81.....	70 51	246 46
8th "	" " 8.....	215 27	
" "	" " 88.....	480 98	
" "	Colored " 2.....	44 48	
" "	Primary " 6.....	18 56	
" "	" " 25.....	2 84	761 63
9th "	" " 7.....	10 50	
" "	" " 24.....	10 81	
" "	Grammar " 8.....	44 85	
" "	" " 16.....	67 85	
" "	" " 41.....	21 62	155 18
10th "	" " 42.....	48 78	48 78
11th "	" " 15.....	10,616 00	10,616 00
12th "	" " 87.....	4 14	
" "	" " 89.....	11 52	15 66
13th "	" " 4.....	108 48	
" "	" " 84.....	42 81	
" "	Primary " 10.....	5,896 28	5,542 47
14th "	Grammar " 5.....	802 04	
" "	" " 21.....	483 84	
" "	" " 80.....	1,451 79	
" "	Colored " 1.....	140 29	2,877 96
15th "	Grammar " 10.....	568 78	
" "	" " 10 damaged by fire.....	527 86	
" "	" " 85.....	427 26	
" "	" " 47.....	880 28	1,849 18
16th "	" " 11.....	476 99	
" "	" " 45.....	4,811 92	
" "	" " 55.....	324 10	
" "	Primary " 19.....	22 61	5,645 62
Carried forward.....		.....	\$28,768 83

Wards.	Schools.	Total per School.	Total per Ward.
	Brought forward.....	.....	\$28,768 88
17th Ward.	Primary School No. 9.....	\$154 40	
" "	Grammar " 18.....	111 26	
" "	" " 19.....	167 08	482 69
18th "	" " 40.....	845 98	
" "	" " 50.....	26 85	
" "	Primary " 28.....	66 74	489 57
19th "	Grammar " 58.....	189 71	189 71
20th "	" " 38.....	8 98	
" "	" " 48.....	4 00	12 98
21st "	" " 14.....	26 55	
" "	" " 49.....	7,646 62	7,678 17
22d "	" " 17.....	196 09	
" "	" " 28.....	88 14	
" "	" " 51.....	870 60	599 83
Total for Ward Schools .....		.....	88,116 78
Fencing Lots on Hester street.....			28 26
Premises corner Grand and Elm streets.....			1,862 39
" Nos. 94 and 90 Crosby street.....			436 01
" " 138 Elizabeth street.....			1,880 37
Free Academy.....			48 82
Depository—Supplies.....			268 04
Superintendent's Office, Inspector's Salary, &c.....			8,260 00
Horse Feed, Wagon Repair, and Cartman's Wages.....			1,096 70
Total Expenditures through the Shop			\$46,997 87
Total Payments on Shop Account.....		\$46,201 97	
Materials on hand of 1864, and used in 1865.....		795 40	
			46,999 87

Grammar School No. 15, in the Eleventh Ward.

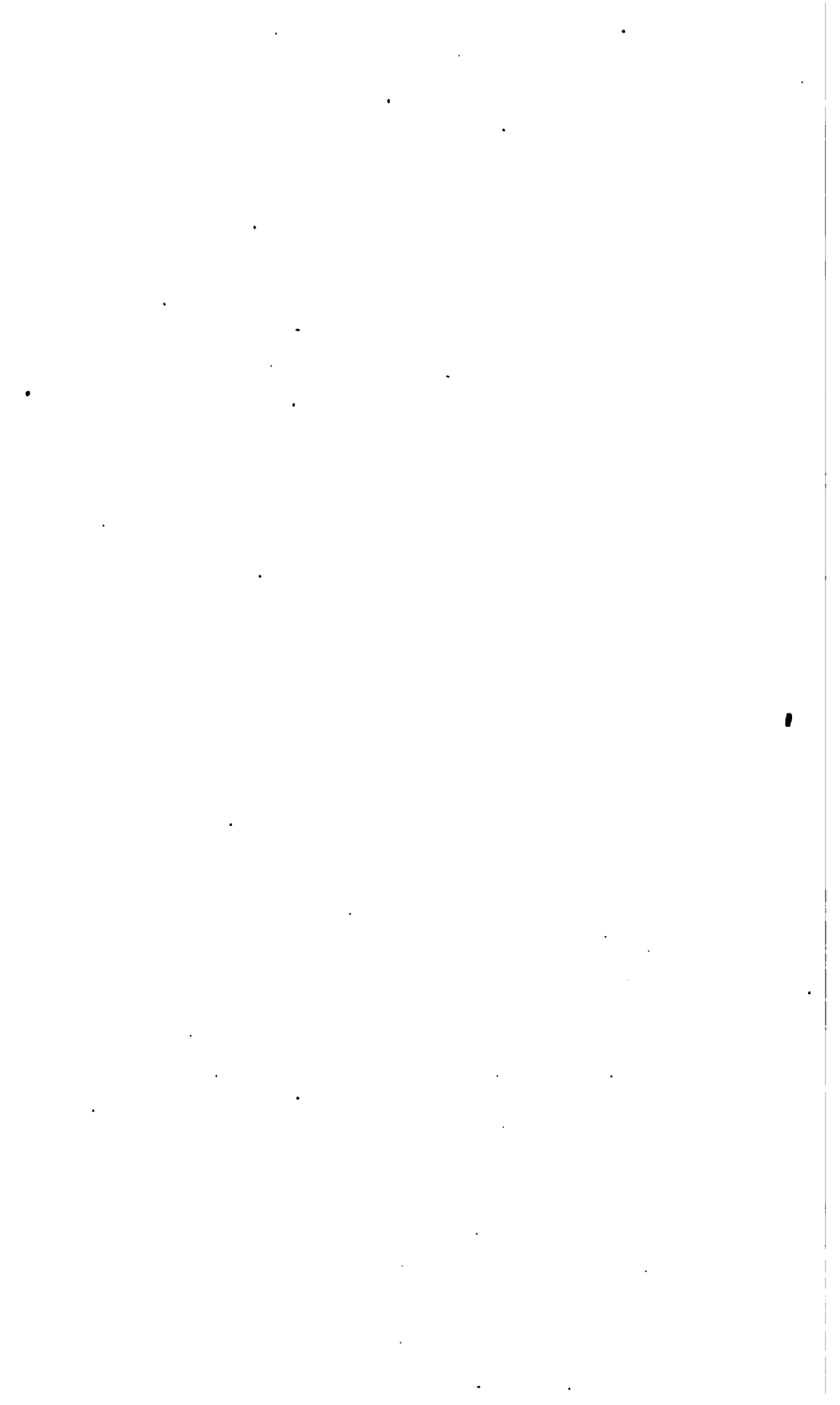
This School is located on the southerly side of Fifth street, between Avenues C and D, in the Eleventh Ward, and was formerly known as "Public School No. 16."

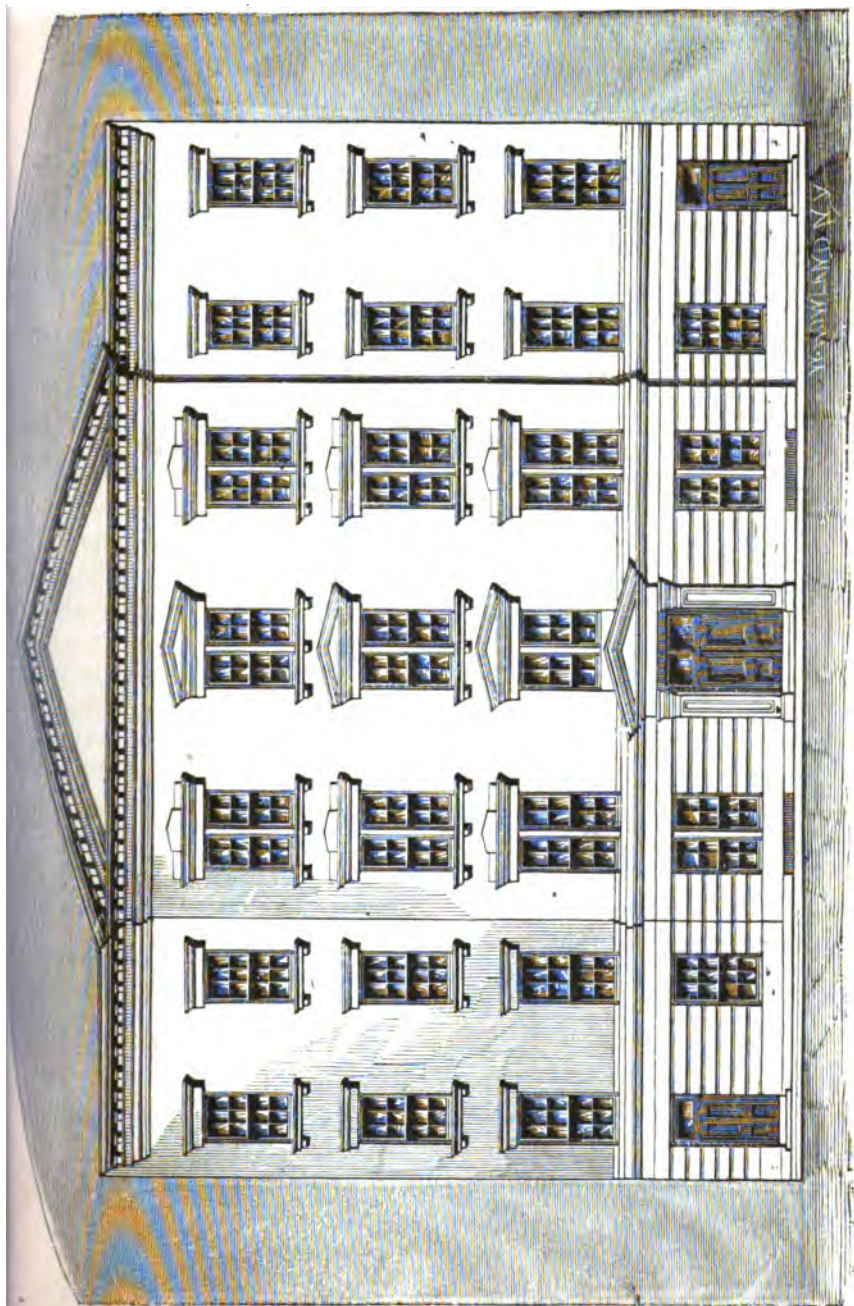
The building, which occupies a lot about one hundred feet square, was erected by the Public School Society in the year 1838, and, subsequent to its transfer to the Board of Education, was improved by the erection of wings. The largely increased attendance of scholars, and the demands of the present day, required still further improvements to be made, and during the past summer the building was thoroughly overhauled, remodeled and enlarged by the addition of another story, and the erection of a new front of brown stone and Philadelphia pressed brick.

The Primary Department was taken out of the basement and located on the floor above—thus extending the playgrounds under the building, and giving ample shelter for the scholars in stormy weather. The Female and Male departments were also "moved up" one story each.

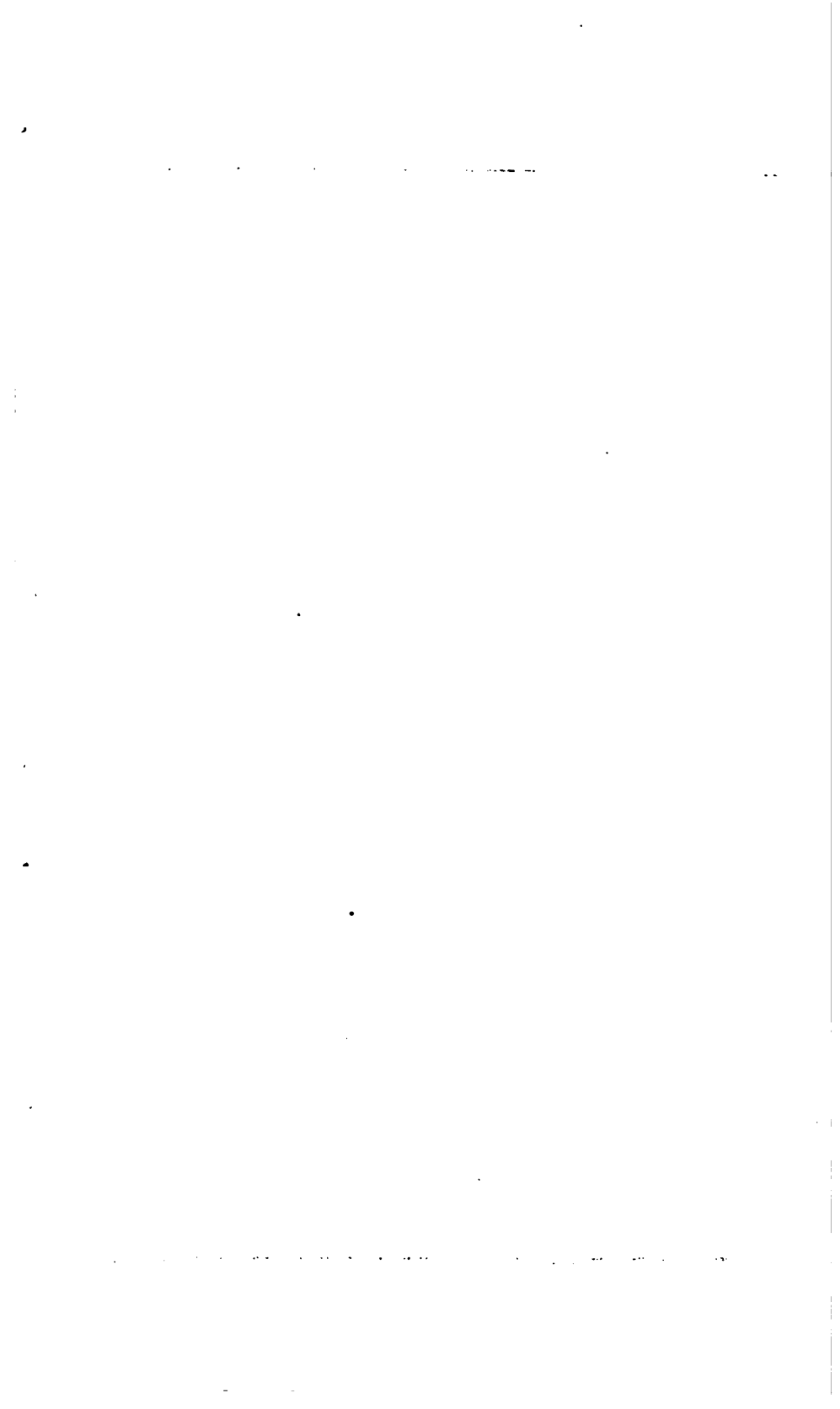
This building is now—with new furniture and all the latest school improvements—one of the finest school houses in the city. The total cost of all the alterations, &c., was nearly \$50,000.

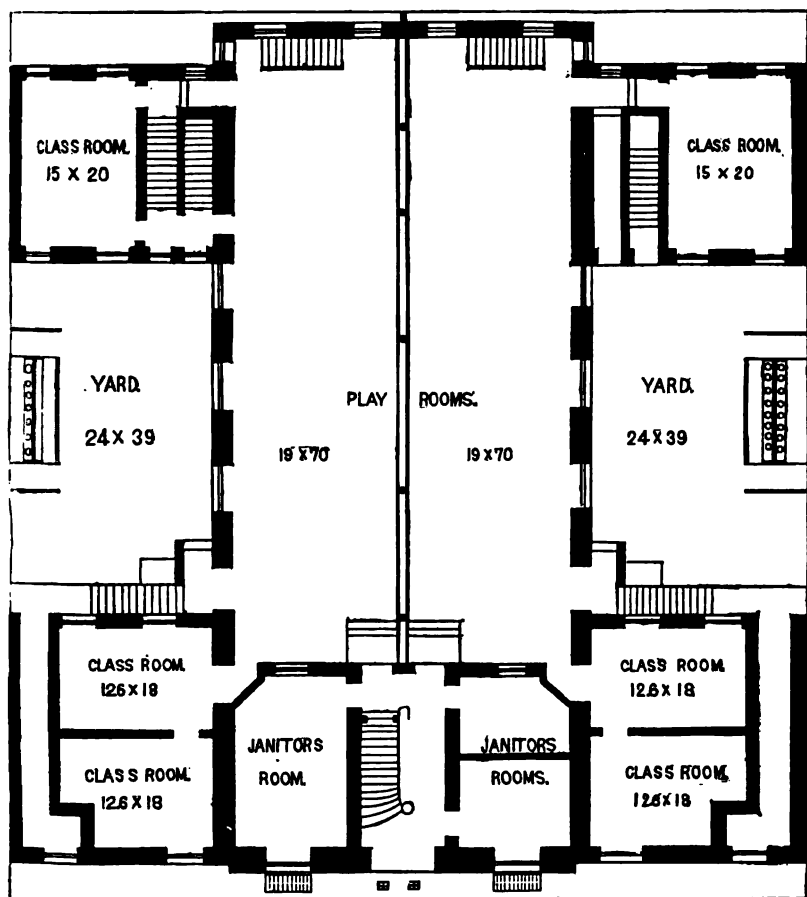
The appearance of the front, and the dimensions and arrangement of the several floors, will be seen by reference to the accompanying plans.





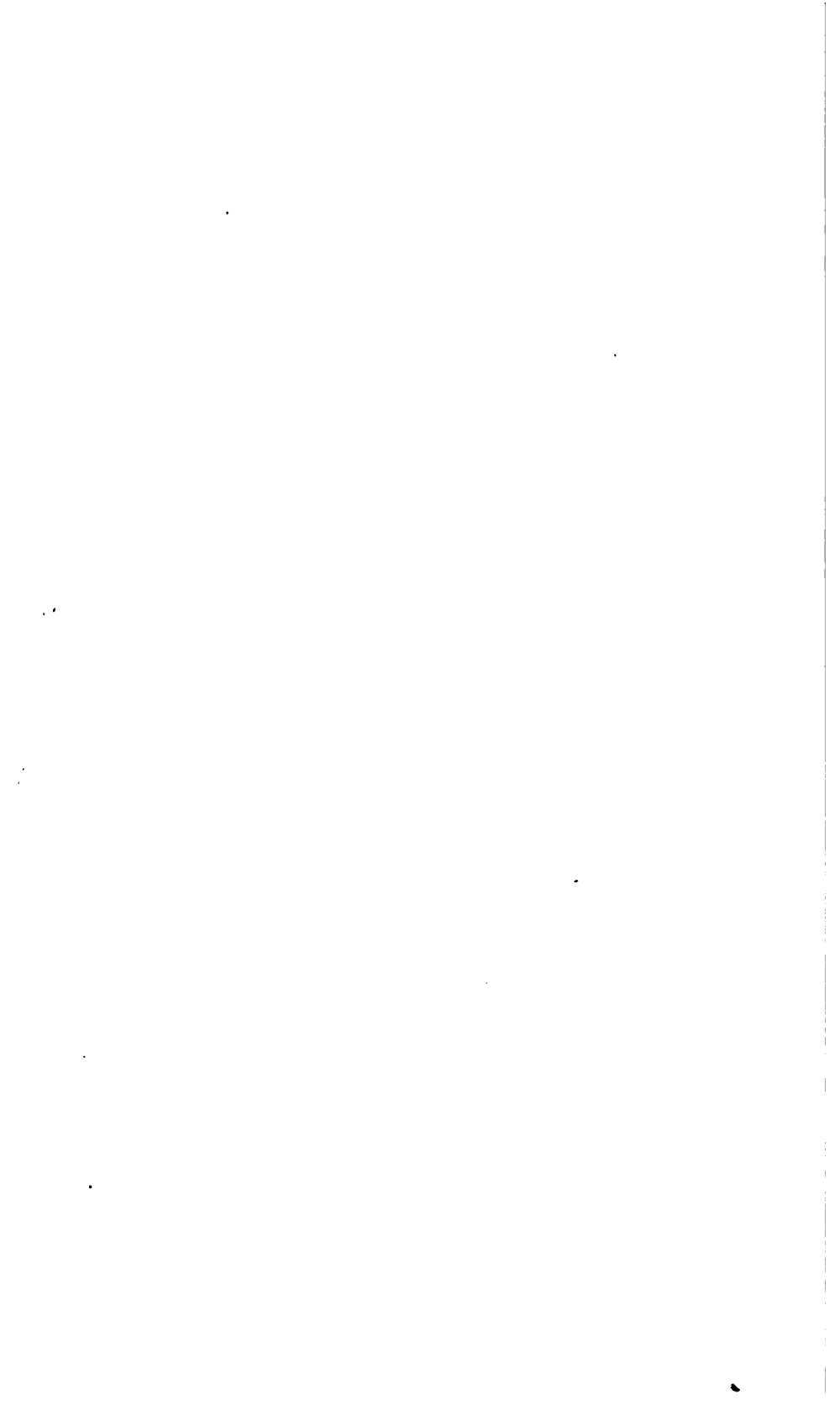
FRONT ELEVATION.
GRAMMAR SCHOOL No. 15, IN THE TWENTH WARD.

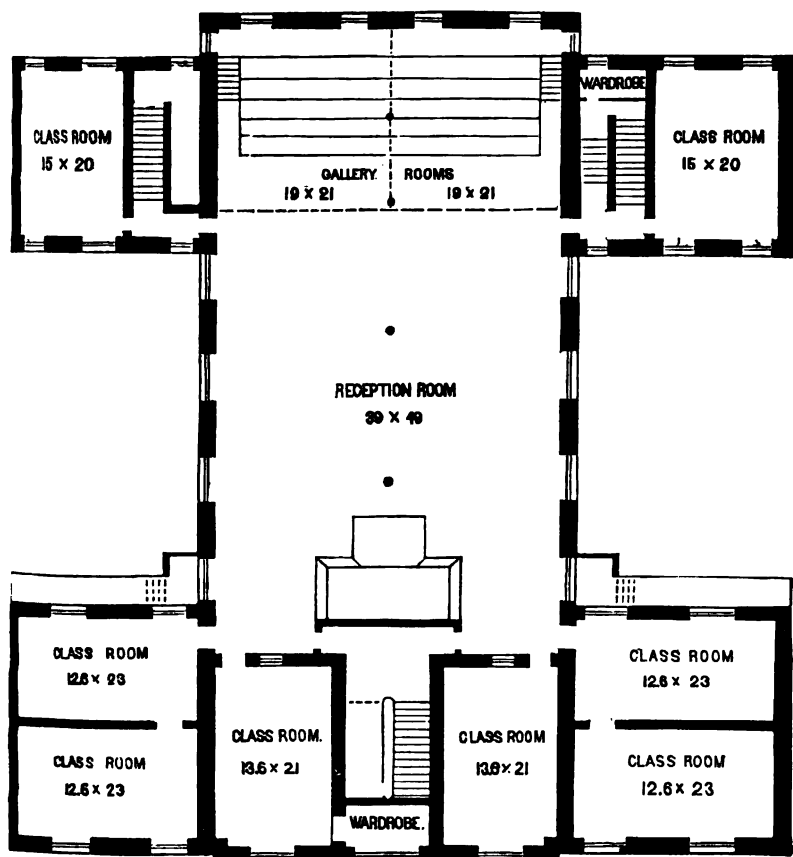




First Floor.

GRAMMAR SCHOOL No. 15, IN THE ELEVENTH WARD.

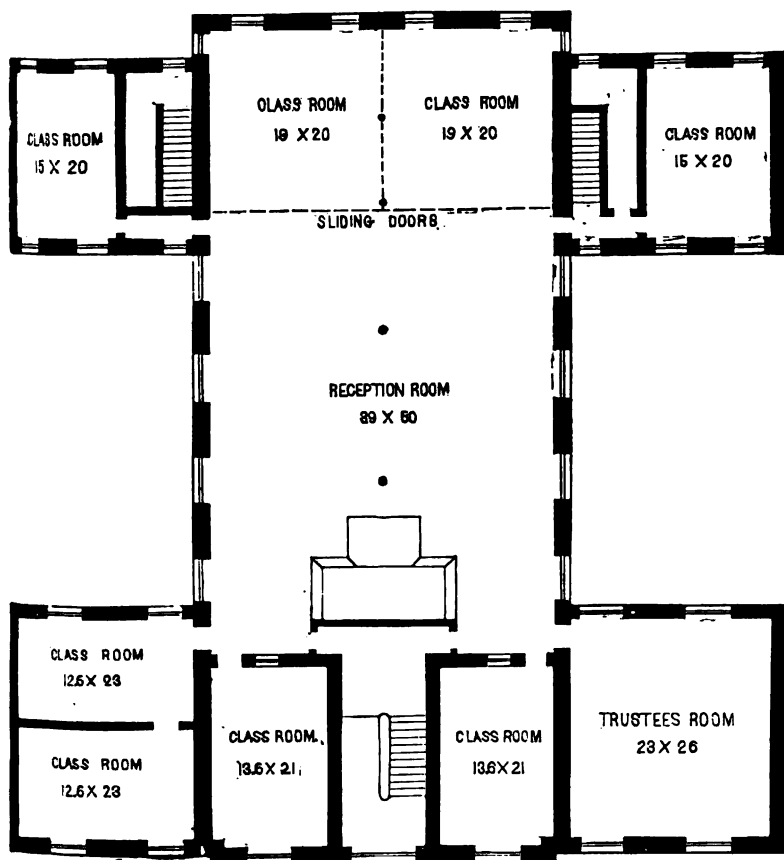




Primary Department.

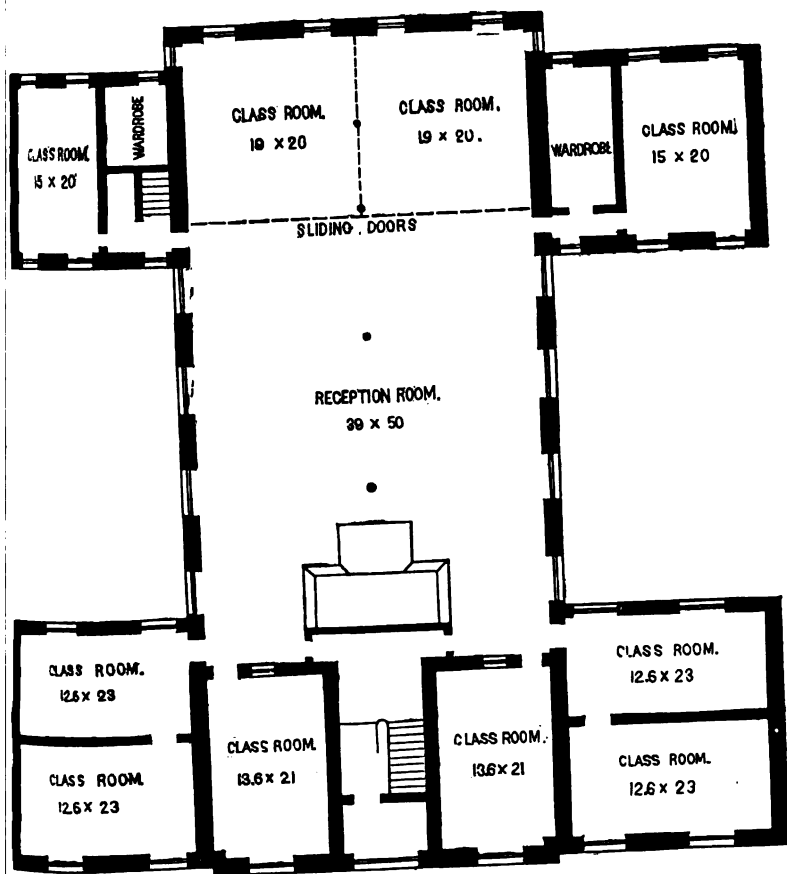
GRAMMAR SCHOOL No. 15, IN THE ELEVENTH WARD.





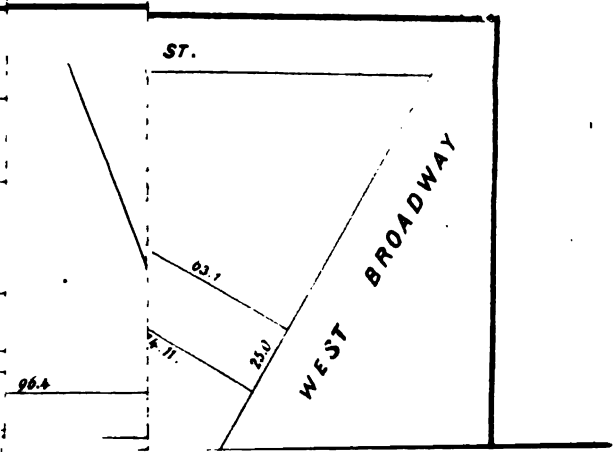
Girls' Department.

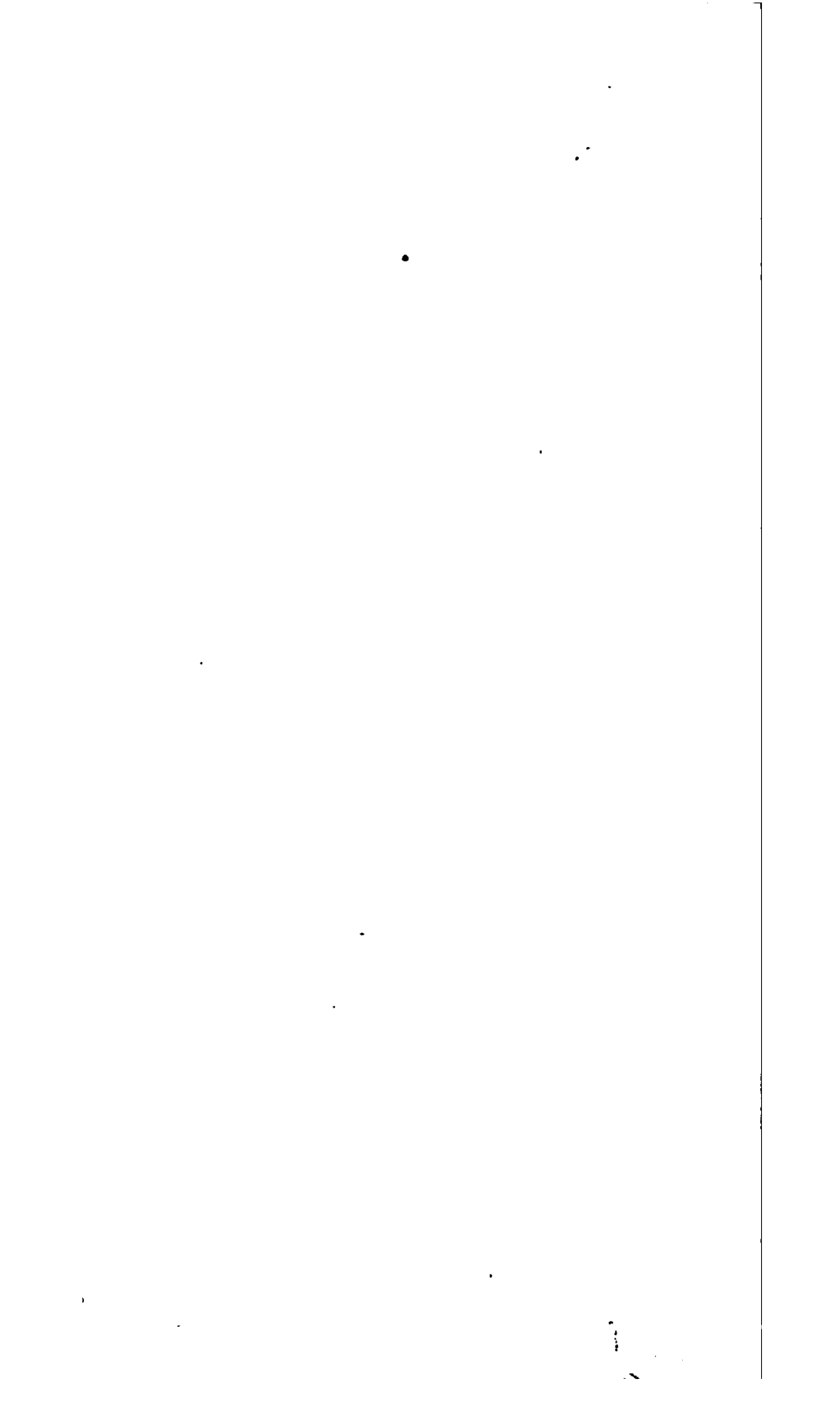
GRAMMAR SCHOOL No. 15, IN THE ELEVENTH WARD.

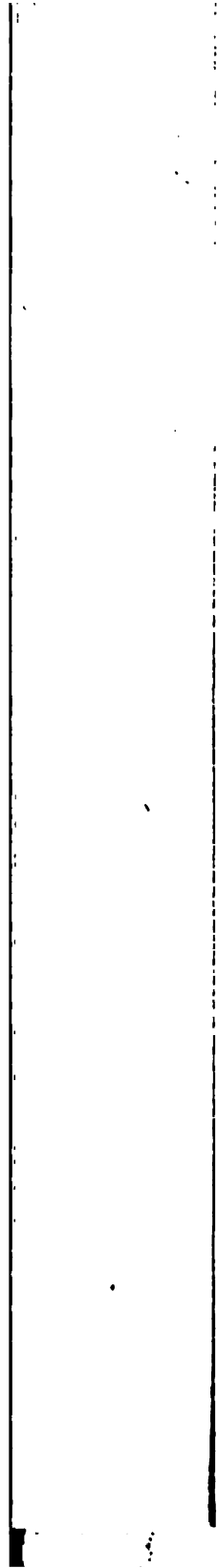


Boys' Department.

GRAMMAR SCHOOL No. 15, IN THE ELEVENTH WARD.







PROPERTY PURCHASED BY AND CONVEYED TO THE BOARD OF EDUCATION,

In Use on January 1, 1866.

Map No.	Situate on	Side	Between	Front.		Date of Conveyance	From Whom.	Consideration Paid.	Res. Rec. Office.	
				Feet.	In.				Lib.	Page.
1	Stone street.....	North.	Broad and Whitehall streets.....	25	0	Oct. 7, 1844	C. F. Bunner and C. J. Manning	\$7,000	451	495
2	Pearl street	North.	Beetman and Ferry streets	35	54	April 1, 1861	Lillie A. Hardenbrook	15,000	581	526
3	Vandewater street.....	South.	Pearl and Franklin streets.....	75	4	June 2, 1862	Thomas J. Hall	25,000	537	294
4	Oliver street.....	West.	Cherry and Oak streets	71	2	Sept. 1, 1858 Sept. 15, 1858 Sept. 15, 1858 Sept. 15, 1858	Moses Ky..... James Benford, Ref. John Moore..... James Farley.....	10,000 } 10,000 } 10,000 } 11,000 }	759 } 759 } 759 } 759 }	668 } 670 } 673 } 675 }
5	City Hall place.....	North.	Duane and Pearl streets	49	0	Oct. 20, 1848	George Janeway and W. H. Janeway.....	8,000 }	438 }	291 }
6	Kim street.....	West.	Franklin and Leonard streets	50	0	Oct. 7, 1848 1853 and 1780	John Heath..... Charters.....	4,001 }	439 }	107 }
7	North Moore street.....	South.	S. E. cor. Varick.....	75	2	March 1, 1851 March 4, 1851 March 5, 1851	S. Bloomfield and others..... Geo. H. Swords..... Thomas T. Woodruff.....	5,952 } 5,209 } 5,209 }	568 } 568 } 563 }	295 } 291 } 304 }
7	West Broadway.....	West.	Franklin and North Moore streets.....	25	0	March 11, 1856	Anna Selzas.....	9,000	708	285
8	Vestry street.....	South.	Hudson and Greenwich streets.....	51	64	March 28, 1845	Rector &c., Trinity Church.....	15,000	948	131
9	Henry street	South.	Pike and Rutgers streets.....	75	0	July 29, 1853	Public School Society .....	.....	644	815
10	Monroe street.....	South.	Gouverneur and Montgomery streets.	70	0	Sept. 6, 1848	Chester Jennings....	6,000	440	161
11	Monroe street.....	South.	Pike and Market streets	1	1	June 18, 1862	Abner Chickster.....	15,000	581	677
12	Madison street.....	North.	Jackson and Seammel str.....	104	0	July 29, 1853	Public School Society .....	.....	644	315
13	Mott street.....	East.	Bayard and Canal (late Walker st.).....	50	0	Feb'y 6, 1857	Mary Nicholson.....	11,000	725	245

Property purchased by and conveyed to the Board of Education, in Use on January 1, 1886.

MAP No.	SITUATE ON	SIDE.	BETWEEN	FRONT.		DATE OF CONVEYANCE.	FROM WHOM.	CO'S DEED. TAXES PAID.	REQ. REG. OFFICE.	
				Feet.	In.				Lib.	Page.
14	Baxter street.....	East.	Grand and Hester streets.....	75	0	Feb'y 22, 1848	St. James' Church.....	\$10,000	486	194
15	Mulberry street.....	West.	Grand and Hester streets.....	50	0	July 29, 1838	Public School Society.....	.....	644	815
16	Allen street.....	East.	Hester and Canal (late Walker st.)....	98	0	June 24, 1850	Robert Knox.....	14,000	644	815
						July 24, 1850	Robert Knox.....		848	580
									575	501
16	Hester street.....	South.	Allen and Orchard streets.....	87	8	April 4, 1864	Sylvester E. Nolan.....	9,750	901	807
17	Chrystie street.....	East.	Hester and Canal (late Walker st.)....	75	0	July 29, 1838	Public School Society.....	.....	644	815
18	Grand street.....	North.	Laurens and Wooster streets.....	75	0	July 29, 1838	Public School Society.....	.....	644	815
19	Mott street.....	East.	Prince and Spring streets.....	75	0	July 29, 1859	Public School Society.....	.....	644	815
20	Grand Street.....	North.	N. W. cor of Elm street.....	50	0	July 29, 1858	Public School Society.....	.....	644	815
21	Clarke street.....	East.	Broome and Spring streets.....	75	0	March 22, 1848	Trinity Church.....	7,400	500	474
									474	476
23	Laurens street.....	West.	Broome and Grand streets.....	45	0	July 29, 1838	Public School Society.....	.....	644	815
23	Clinton street.....	West.	Broome and Grand streets.....	6	0	July 29, 1833	Public School Society.....	.....	644	815
23	Broome street.....	South.	Clinton and Suffolk streets.....	50	0	Feb'y 23, 1849	James Keane.....	6,000	779	85
						Feb'y 23, 1850	William Hughes.....	5,500	779	85
24	Broome street.....	North.	Sheriff and Willst streets.....	75	0	April 29, 1844	E. F. Delaplaine.....	5,200	444	641
						May 1, 1844	Jno. F. Delaplaine.....		444	689
25	Thompson street.....	West.	Broome and Spring streets.....	25	0	July 29, 1838	Public School Society.....	.....	644	815
26	Crosby street.....	North.	Prince and Spring streets.....	25	0	July 29, 1838	Public School Society.....	10,500	644	815
27	Marlon street.....	East.	Prince and Spring streets.....	75	0	July 6, 1848	Jos. Wolfe.....	19,000	925	487
							N. C. NY.....		925	489

28	Chrystie street.....	East.	Delancy and Livingston streets.....	100	0	March 15, 1856	Bethesda Baptist Church.....	9,000	707	80
29	Ludlow street.....	West.	Delancy and Livingston streets.....	75	0	Sept'r 29, 1848	David Winahip.....	.....	440	159
30	Livington street.....	South.	Pitt and Ridge streets.....	75	0	July 29, 1853	Public School Society.....	.....	644	815
30	Ridge street.....	East.	Delancy and Livingston streets.....	20	0	July 29, 1853	Public School Society.....	.....	644	815
31	Stanton street.....	North.	N. E. corner of Sheriff street.....	59	10	May 25, 1848	Uriah R. Seibner.....	.....	487	888
32	Cannon street.....	East.	Livington and Stanton streets.....	25	0	July 29, 1853	Public School Society.....	.....	644	815
33	Cannon street.....	East.	Delancy and Broome streets.....	75	0	May 13, 1865	Cannon street Baptist Church.....	21,000	984	476
34	Houston street.....	South.	Essex and Norfolk streets.....	100	0	July 29, 1853	Public School Society.....	.....	644	815
35	Downing street.....	North.	Bedford and Bleeker streets.....	50	0	Feb'y 8, 1856	R. Willets and others.....	10,000	714	86
36	Wooster street.....	East.	Bleeker and Houston streets.....	75	0	July 31, 1853	Public School Society.....	.....	644	815
37	Hudson street.....	East.	N. E. corner of Grove street.....	71	0	July 31, 1853	Public School Society.....	.....	644	815
38	Amos street.....	South.	Greenwich and Washington streets.....	25	0	July 31, 1853	Public School Society.....	.....	644	815
39	Greenwich avenue.....	East.	Opposite Charles street.....	75	0	Nov'r 1, 1849 May 1, 1851	M. A. C. Rodgers..... Gen. P. Rodgers.....	7,600 891	520 571	985 757
40	Waverley place.....	East.	Bank and Hammond streets.....	50	0	July 31, 1853	Public School Society.....	.....	644	815
41	Horatio street.....	North.	Fourth and Hudson streets.....	50	0	Dec'r 10, 1858 June 14, 1859	Zalmon Booth..... James Beck.....	2,250 6,000	91 768	428 80
42	First street.....	North.	First and Second avenue.....	25	3	July 30, 1864	First Presbyterian Church.....	14,000	910	511
43	Second street.....	North.	Avenues C and D.....	50	0	May 1, 1865	Stephen Cumberling.....	12,000	989	161
44	Fourth street.....	North.	Avenues B and C.....	49.54	0	June 10, 1837	Union Congreg. Church.....	11,000	783	229
45	Fifth street.....	South.	Avenues C and D.....	100	0	July 29, 1853	Public School Society.....	.....	644	815
46	Ninth street.....	North.	N. E. corner 1st Avenue.....	60	2	Dec'r 22, 1848 Dec'r 30, 1849	Trust Fire Insurance Co..... John Trenor.....	2,600 2,400	441 441	176 175
47	Ninth street.....	South.	Avenues C and D.....	100	0	July 19, 1847	George F. Talman.....	6,500	494	71
48	Twelfth street.....	South.	Avenues A and B.....	80	0	April 1, 1862 April 1, 1863	John Conway..... Wm. Dougherty..... Charles Clark.....	5,000 5,000 5,000	858 858 843	811

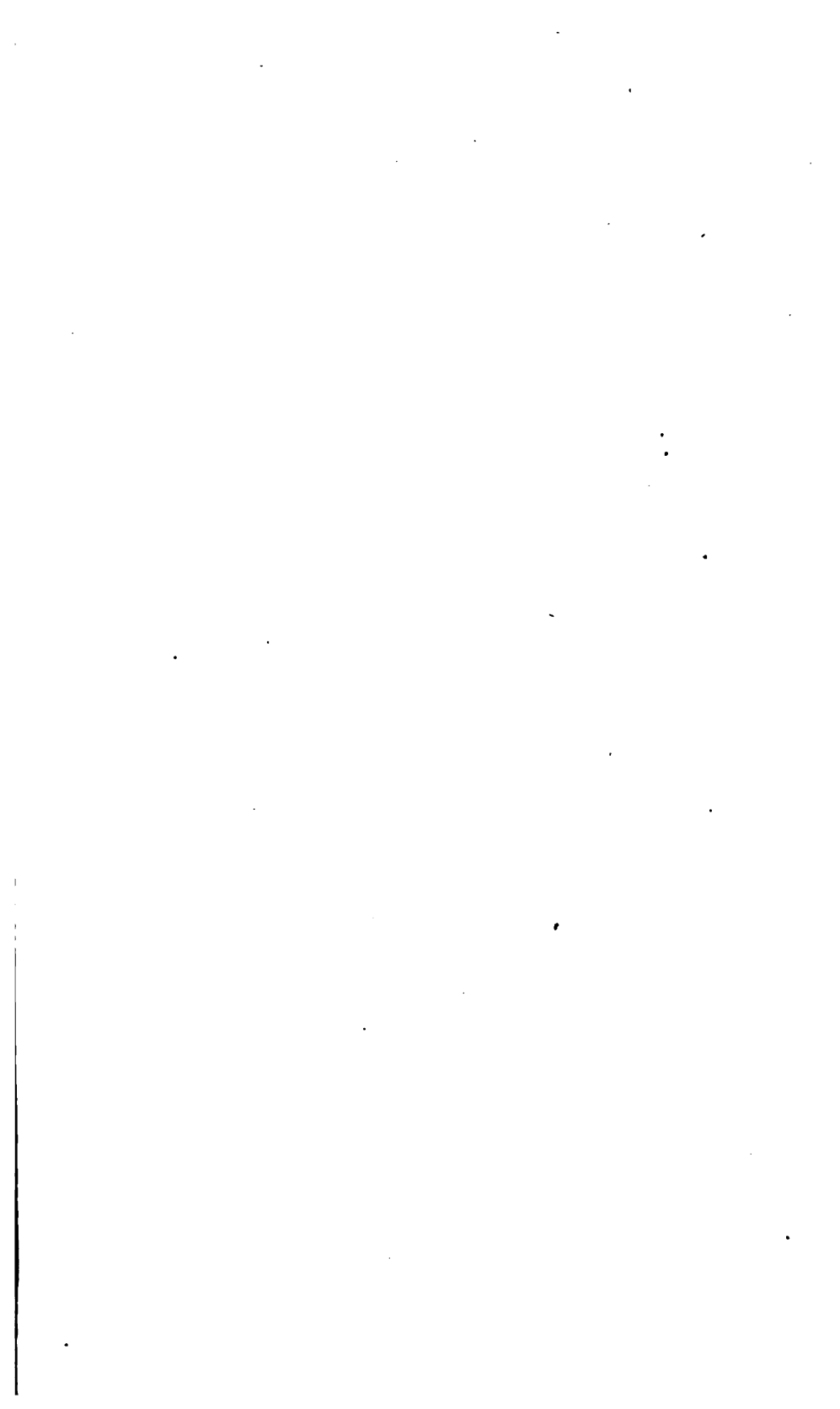
Property purchased by and conveyed to the Board of Education, in Use on January 1, 1886.

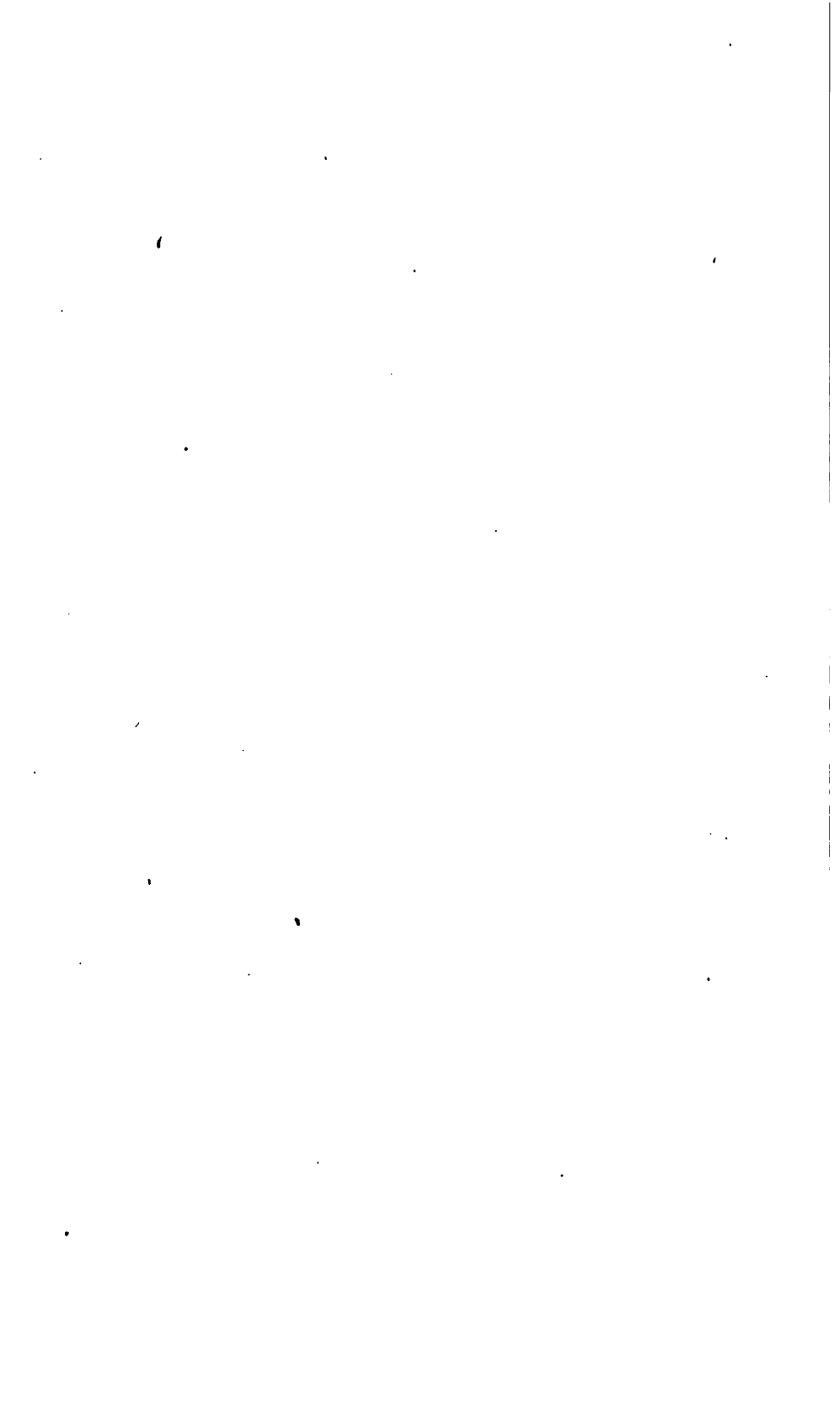
MAP No.	SITUATION ON	SIDE.	BETWEEN	FRONT.		DATE OF CONVEYANCE	FROM WHOM.	CONSIDERA- TION PAID.	REC. REQ. OFFICE.	
				Feet.	In.				Lib.	Page.
49	Twelfth street.....	South.	Broadway and University place.....	100	0	Oct'r 20, 1884	George W. Tacker.....	\$22,500	643	685
50	Thirteenth street.....	South.	Seventh and Eighth avenues.....	100	0	Aug. 8, 1843	M. A. C. Rodgers.....	6,000	437	536
51	Thirteenth street.....	South.	Fifth and Sixth avenues.....	87	0	Oct'r 8, 1846	G. H. Winter.....	8,300	450	553
52	Fourteenth street.....	South.	First and Second avenues.....	105	0	Jan'y 1, 1839 Jan'y 1, 1839	Lynde Catlin..... Catherine A. Catlin.....	6,000 10,000	765 765	687 685
53	Seventeenth street.....	South.	Eighth and Ninth avenues.....	100	0	July 29, 1838	Public School Society.....	.....	614	315
54	Seventeenth street.....	South.	Sixth and Seventh avenues.....	25	0	July 29, 1838	Public School Society.....	.....	644	315
55	Eighteenth street.....	North.	Eighth and Ninth avenues.....	25	0	July 29, 1838	Public School Society.....	.....	644	315
56	Nineteenth street.....	North.	Avenue A and First avenue.....	83	0	Jan'y 15, 1833	E. P. Fernald.....	7,300	639	109
57	Twentieth street.....	South.	First and Second avenues.....	80	0	March 9, 1849	Richard L. Morris... ..	5,900	521	77
58	Twentieth street.....	North.	Second and Third avenues.....	100	0	March 21, 1854	Hamilton Fish.....	18,000	673	8
59	Twentieth street.....	South.	Sixth and Seventh avenues.....	90	2 1/2	Dec. 24, 1863	Peter Nelson and others. Eliza Claiback.....	17,500 5,500	839 839	305 306
60	Lexington avenue.....	East.	Twenty-second and Twenty-third sts... ..	125	6	Sept'r 23, 1847	John Lafarge.....	25,000	494	570
60	Twenty-second street...	North.	Lexington and Third avenues.....	100	0	May 1, 1854	John Glover.....	12,810	646	471
61	Twenty-third street.....	North.	Second and Third avenues.....	97	7	Oct'r 1, 1863 Oct'r 1, 1863 Oct'r 1, 1863	E. M. Bloom..... Robert Carly..... Daniel Murray.....	12,750 6,375 6,375	835 835 835	573 579 575
62	Twenty-fourth street.....	North.	Seventh and Eighth avenues.....	100	0	April 16, 1851	B. F. Howe.....	8,050	548	537
63	Twenty-fourth street.....	North.	Seventh and Eighth avenues.....	25	0		Commissioners Sinking Fund...	.....	...	...

63	Twenty-seventh street...	North.	Second and Third avenues.....	185	0	{ July 29, 1853 Octr 30, 1853 Octr 26, 1853	Public School Society V. M. Wood and A. D. Buckley... M. M. Buckley and others.....	..... 100 1,400	644 498 489
65	Twenty-eighth street....	South.	Second and Third avenues.....	60	0	{ May 18, 1853 March 2, 1857 March 2, 1857 June 14, 1853	James L. Elliott..... Lawrence Kennedy..... William May..... Geo. B. Meschan.....	8,500 2,900 800 8,000	583 509 312 368
64	Twenty-ninth street....	South.	Ninth and Tenth avenues.....	195	0	March 9, 1857 March 9, 1857	F. F. Randolph..... Daniel P. Smith.....	10,750 6,500	51 784
65	Twenty-ninth street....	South.	Sixth and Seventh avenues.....	110	0	May 25, 1854	L. J. White.....	18,800	371
66	Thirty-fifth street.....	North.	Eighth and Ninth avenues.....	100	0	Dec. 9, 1848	J. Pollock and T. Cummings.....	2,900	256
67	Thirty-seventh street...	North.	Second and Third avenues.....	100	0	May 5, 1854 Sept. 19, 1854 Sept. 19, 1854	Philip Burrows..... Patrick B. Colton..... Ann Lecky.....	9,000 664 900	609 509-4 664
67	Thirty-eighth street....	South.	Second and Third avenues.....	See	Map	June 1, 1868	D. Gott and others.....	7,300	258
68	Thirty-seventh street...	North.	Tenth and Eleventh avenues.....	75	0	Aug. 1, 1853 Dec. 30, 1853	J. J. Coddington..... J. J. Coddington.....	9,400 1,300	614 690
69	Fortieth street.....	North.	Seventh and Eighth avenues.....	100	0	Oct. 1, 1846	Nicholas Lodian.....	2,400	571
70	Forty-second street. ...	South.	Third and Fourth avenues.....	75	0	March 5, 1868	Alexander Roux.....	7,450	143
71	Forty-fourth street....	North.	Tenth and Eleventh avenues.....	100	0	July 8, 1858	J. W. Chamberlain.....	4,500	358
72	Forty-seventh street....	North.	Eighth and Ninth avenues.....	125	0	July 29, 1853	Public School Society.....	.....	614
72	Forty-seventh street....	North.	Eighth and Ninth avenues.....	25	0	May 1, 1863	Charles Wilmot.....	3,000	520
73	Fifty-first street.....	North.	Fourth and Lexington avenues.....	100	0	1836 and 1780	Charten.....	.....	...
74	Sixty-first street.....	North.	Broadway and Ninth avenue.....	100	0	May 4, 1864	Lafayette Young.....	18,000	397
75	Seventy-ninth street ..	North.	Second and Third avenues.....	100	0	April 5, 1859 April 5, 1859	Samuel Jessup..... H. P. Lease.....	4,500 1,500	764 474
76	Eighty-second street....	North.	N. E. corner Eleventh avenue.....	100	0	July 29, 1853	Public School Society.....	.....	644
77	Eighty-seventh street...	North.	Third and Fourth avenues.....	104	8	Sept. 8, 1843	Gordon Burnham.....	2,900	561

Property purchased by and conveyed to the Board of Education, in Use on January 1, 1886.

Map No.	Situate on	Side	Between	Front.		Date of Conveyance	From Whom	Condemnation Paid.	Rec. Rec. Office.	
				Feet.	In.				Lib.	Page.
78	Tenth avenue	East.	104th and 105th street.....	100	11	April 1, 1883	Wm. H. Tonn.....	\$4,000	853	205
79	125th street.....	North.	Second and Third avenues.....	100	0	Feb. 28, 1849	W. S. Ingraham.....	2,600	580	464
80	129th street.....	North.	N. W. cor. Tenth avenue.....	200	0	June 23, 1850 April 17, 1851 April 16, 1851 May 30, 1851 May 23, 1851	Manhattan F. School..... Mary C. Pinckney..... A. Wall..... Isaac Caryl..... Samuel B. Schleffelin.....	201-14 800 1 1 800	548 576 576 576 570	498 601 600 613 453
81	156th street.....	South.	S. W. cor. Kingsbridge road.....	199	6	Nov. 8, 1851 Nov. 10, 1851	Mathew Morgan..... A. B. Mills.....	2,501	536 593	288 15
82	182d street.....	North.	Eleventh av. and Kingsbridge road....	200	0	Feb. 1, 1858	L. A. Snowdon.....	2,000	759	58
83	Kingsbridge road.....	East.	Near 206th street.....	100	0	Jan. 1, 1853	Isaac Dyckman.....	1	891	15





SEVENTEENTH ANNUAL REPORT

OF THE

OPERATIONS AND CONDITION

OF

THE FREE ACADEMY,

BY THE

BOARD OF EDUCATION,

OF

THE CITY OF NEW YORK.

JULY, 1865.



New York:

C. S. WESTCOTT & CO., PRINTERS,
No. 79 JOHN STREET.

1865. *WV*



TO THE BOARD OF EDUCATION :

The Executive Committee on Free Academy, herewith present a draft of the Seventeenth Annual Report to the Board of Regents of the University of the State of New York, as required by law, on the operations of the Free Academy, for the academic year ending July 18, 1865, and recommend the adoption of the following resolution :

Resolved, That the Annual Report of the operations of the Free Academy be adopted, and printed under the direction of the Executive Committee, and that a copy thereof, duly authenticated by the President and Clerk of this Board, be transmitted to the Board of Regents, and the Common Council of the City of New York.

All which is respectfully submitted. .

WASHINGTON MURRAY,
JAMES L. MILLER,
SAMUEL B. H. VANCE,
WILLIAM HITCHMAN,
JAMES M. TUTHILL,
S. WEIR ROOSEVELT,
JOHN HAYES,

} *Executive Committee
on Free Academy.*



REPORT.

To the Common Council of the City of New York, and to the Board of Regents of the University of the State of New York :

In pursuance of the seventh subdivision of the third section of the "Act to amend, consolidate, and reduce to one act the various acts relative to the Common Schools of the City of New York," passed July 3, 1851, and of the Act amendatory thereto, passed March 9, 1855, the Board of Education of the City of New York, through the "Executive Committee for the Care, Government, and Management of the Free Academy," in respect to the several subject-matters required to be reported on by them, present this their SEVENTEENTH ANNUAL REPORT, showing the operations and condition of the Free Academy, for the academic year ending on the 19th day of July, 1865, the day on which the annual commencement of said institution was held.

To the Common Council of the City of New York, and to the Board of Regents of the University of the State of New York :

I—GROUND FOR ACADEMIC BUILDINGS.

Present value,	\$37,810 00
Paid for original lot.....	\$25,000 00
" additional ground	12,810 00
	<hr/>
	\$37,810 00

II—ACADEMIC BUILDINGS.

Paid for building Academy.....	\$48,000 00
" Alterations and repairs, and permanent fitting up, as per former reports.....	23,708 90
" Repairs and Improvements, 1854.....	1,962 72
" Repairs and Improvements, 1855.....	219 69
" Repairs and Improvements, 1856.....	3,082 86
" Repairs and Improvements, 1857.....	2,025 86
" Repairs and Improvements, 1858.....	564 38
" Repairs and Improvements, 1859	1,362 41
" Repairs and Improvements, 1860.....	2,849 30
" Repairs and Improvements, 1861.....	1,915 55
" Repairs and Improvements, 1862.....	962 06
" Repairs and Improvements, 1863.....	2,192 78
" Repairs and Improvements, 1864.....	5,364 90
" Repairs and Improvements, 1865.....	2,714 35
	<hr/>
	96,875 76

It has no other real estate than that mentioned above.

III—ACADEMIC LIBRARY.

The original cost of the library cannot be stated with any degree of accuracy, as many of the books were donated to the Academy by friends of the Institution. An estimated value, however, is given, which will be found by reference to this and former reports.

The library contains eleven thousand six hundred and three volumes, including those named in the list herewith reported; and about twelve thousand text-books and books of reference. The text-books and books of reference form no part of the Library.

Amount paid for Library books, as per last report....\$16,356 68

“ expended for Library books since the date of

last report..... 1,438 86

\$17,794 99

The following is a list of books added to the library since the date of last report :

Adirondac; or Life in the Woods.....	Headley,	1
Aesthetik.....	Carriere,	2
Aesthetik.....	Vischer,	5
Alexander Hamilton and his Contemporaries	Riethmüller,	1
Alexander Von Humboldt.....	Rau,	7
Almanac Catalogue of Zodiacal Stars.....		1
Alps.....	Berlepsch,	1
American Ephemeris for 1866.....		1
American Ephemeris for 1866. Asteroids for the year 1865..		1
American Notes. Pic Nic Papers.....	Dickens,	1
Ancient Armour and Weapons in Europe.....	Hewitt,	3
Ansichten der Natur.....	Humboldt,	2
Architectura Numismatica.....	Donaldson,	1
Arctic Explorations.....	Kane,	2
Art Applied to Industry.....	Burges,	1
Atlas, Alison's Europe.....		1
Aus dem Leben eines Taugenichts.....	Von Eichendorff,	1
Ausgewählte Werke.....	Fouqué,	4
Autograph Leaves of our Country's Authors.....		1
Banks and Bankers.....	Martin,	1
Barfuszele.....	Auerbach,	1

Barnaby Rudge	Dickens,	1
Biographia Britannica Literaria	Wright,	2
Biographies of Eminent Soldiers	Mitchell,	1
Bleak House	Dickens,	1
Blennerhassett Papers	Safford,	1
Book of South Wales	Hall,	1
Bouterwek on Spanish and Portuguese Literature		2
Briefwechsel mit Körner	Schiller,	4
Brigandage in Italy	Hilton,	2
British Butterflies	Humphreys,	1
British Conchology	Jeffreys,	2
Brittan on Man and his Relations		1
Burns' Poems and Songs		1
Calculation of Earthworks	Bashforth,	1
Celestial Objects for Common Telescopes	Webb,	1
Christmas Stories	Dickens,	1
Chronicle of the Cid	Southey,	1
Clever Stories of Many Nations	Saxe,	1
Coast Survey Report, 1862		1
Coins of the Ancient Britons	Evans,	1
Coinage of the British Empire	Humphreys,	1
Collier's Bibliographical Account of Early English Literature,		2
Colony of Victoria	Westgarth,	1
Comerciante Español ó Epistolario Comercial	Gomez,	1
Congressional Globe	(Gift of Hon. E. D. Morgan,)	4
Conic Sections	Puckle,	1
Correlation and Conservation of Forces	Youmans,	1
Criminal Prisons of London	Mayhew,	2
Cudjo's Cave	Trowbridge,	1
Current Gold and Silver Coins of all Countries		
	Martin and Trübner,	1
Curwen's Journal and Letters	Ward,	1

Cyclopædia of Wit and Humor.....	Burton,	2
Danube and the Adriatic.....	Paton,	2
Darstellung der Architectonischen Ordnungen.....	Mauch,	1
Das Wesen der Religion	Feuerbach,	1
David Copperfield	Dickens,	1
Debrett's Peerage		1
Deserts of North America	Domenech,	2
Deutsche Kultur und Sittengeschichte	Scherr,	1
Deutsche Mythologie.....	Grimm,	2
Deutsches Worterbach.....	Grimm,	4
Diary of Lady Willoughby.....		2
Dictionary of Americanisms.....	Bartlett,	1
Dictionary of Dates	Haydn,	1
Dictionary of Fine Arts.....	Spooner,	2
Dictionary of Geology and Mineralogy.....	Humble,	1
Dictionary of Natural History.....	Baird,	1
Diez Romance Languages.....	Cayley,	1
Dissertations and Discussions	Mill,	3
Dombey and Son.....	Dickens,	1
Domestic Architecture of the Middle Ages.....		3
Dramatische Werke.....	Gutzkow,	19
Drury's Exotic Entomology, enlarged by Westwood.....		3
Dynamics of a Particle	Tait and Steele,	1
Edelweisz, Joseph im Schnee.....	Auerbach,	1
Education.....	Spencer,	1
Egypt, The Soudan, and Central Africa.....	Petherick,	1
Egyptian Antiquities in the British Museum.....	Sharpe,	1
Ejanganangobo Dya Viembo.....		1
Elementary Mechanics.....	Parkinson,	1
Elements of Geology.....	Lyell,	1
Elocutionary Manual.....	Corson,	1
Eminent Itinerant Ministers.....	Summers,	1

	VOLS.
Empire.....	Smith, 1
English Government and Constitution.....	Russell, 1
English Language.....	Latham, 1
Enoch Arden (2 copies).....	Tennyson, 2
Epochs of Painting.....	Wornum, 1
Essays.....	Spencer, 1
Essays in Ecclesiastical Biography.	Stephen, 1
Essays on Religion and Literature.....	Manning, 1
Exodus of the Western Nations.....	Bury, 2
Experiments on Wrought Iron and Steel.....	Kirkaldy, 1
Fabeln und poetische Erzählungen.....	Pffeffel, 1
Fairbairn's Crests of Great Britain and Ireland.....	2
Faiths of the World.....	Gardner, 2
Familia de Alvareda.....	Caballero, 1
Fasti Romani.....	Clinton, 2
Faust.....	Goethe, 1
Federalist.....	Dawson, 1
Federalist, The.....	Hamilton, 1
Fireside Travels.....	Lowell, 1
First Principles of a New System of Philosophy.....	Spencer, 1
Foreign and Domestic Commerce of the United States.....	1
Formation of Christendom.....	Allies, 1
Foster's Essays.....	2
Fragmentary Remains of Sir Humphry Davy.....	Davy, 1
Freedom of Mind in Willing.....	Hazard, 1
Fronde's History of England.....	2
Frost and Fire.....	2
Garibaldi, Italiens Held und Schwert.....	Rau, 3
Gedichte.....	Grün, 1
Gedichte.....	Hölty, 1
Gedichte.....	Lingg, 1
Gedichte eines Lebendigen.....	1

	VOLS.
General View of the Criminal Law of England.....	Stephen, 1
German Life and Manners.....	Mayhew, 2
German Rationalism.....	Hagenbach, 1
Gesammelte Schriften.....	Auerbach, 10
Gesammelte Schriften.....	Hoffmann, 6
Gesammelte Schriften.....	Mendelssohn, 8
Gesammelte Werke.....	Platen, 2
Geschichte der deutschen National Literature.....	Vilmar, 1
Geschichte des Neunzehnten Jahrhunderts seit den Wiener Verträgen.....	Gervinus, 8
Gothic Architecture in Spain.....	Street, 1
Grammar of the Benga Language.....	Mackey, 1
Grammar of the German Language.....	Becker, 1
Gramatica de la Lengua Castellana.....	1
Grammatik der Romanischen Spraccher.....	Diez, 3
Great Expectations.....	Dickens, 1
Great Governing Families of England..	Sandford & Townsend, 2
Grotius on War and Peace.....	Whewell, 3
Haunted London.....	Thornbury, 1
Health, Husbandry, and Handicraft.....	Martineau, 1
Heine, Vol. 7.....	1
Herr Lorenz Stark.....	Engel, 1
Hills of the Shatemuc.....	Warner, 1
Histoire de la Langue Française.....	Littre, 2
Historicus on International Law.....	1
Historisches Taschenbuch, 1863.....	Raumer, 1
History of Caricature and of Grotesque Art.....	Wright, 1
History of Discovery in Australia, Tasmania, and New Zea- land.....	Howitt, 2
History of the Federal Government.....	Freeman, 1
History of the English Poor Law.....	Nicholls, 2
History of Horæ Racing.....	1

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History of the Irish Poor Law.....	Nicholls, 1
History of Italy.....	Butt, 2
History of Lace	Palliser, 1
History of our Lord.....	Jameson, 2
History of Naples.....	Colletta, 2
History of Painting in Italy.....	Crowe & Cavalcaselle, 2
History of Playing Cards.....	Taylor, 1
History of the Peace.....	Martineau, 2
History of the Romans.....	Merivale, 7
History of the Scotch Poor Law.....	Nicholls, 1
Hofland's Anglers' Manual.....	Jesse, 1
Homer's Iliad	Derby, 2
Human Physiology.	Dalton, 1
Human Physiology.....	Draper, 1
Iceland; Its Scenes and Sagas.....	Gould, 1
Illustrations of Progress.....	Spencer, 1
Introduction to Municipal Law.....	Pomeroy, 1
Ionian Islands.....	Ansted, 1
Irish History and Irish Character.....	Smith, 1
Iron Manufacture.....	Fairbairn, 1
Iron Mask.....	Dumas, 1
Italian Novelists.....	Roscoe, 4
It is Never Too Late to Mend	Reade, 2
Jackson's History of Wood Engraving.....	1
Jacob Faithful.....	Marryatt, 1
Jane Eyre.....	Brontë, 1
Japhet in Search of a Father.....	Marryatt, 1
Jomini's Life of Napoleon	Halleck, 5
Julius Cæsar.....	Napoleon, 1
Juniuslieder.....	Geibel, 1
Kinder und Hausmärchen.....	Grimm, 2
King's Own.....	Marryatt, 1

	VOLS.
Kitchi-Gami.....	Kohl, 1
Kosmo.....	Humboldt, 6
Lady of La Garaye.....	Norton, 1
Lamplighter's Story.....	Dickens, 1
Law of Mines, Minerals, and Quarries.....	Rogers, 1
Legends of the Madonna.....	Jameson, 1
Legends of the Monastic Orders.....	Jameson, 1
Lessing Sein Lebin und seine Werke.....	Stahr, 2
Life and Labors of Andrew Reed.....	Reed, 1
Life and Times of Sir Joshua Reynolds.....	
C. R. Leslie and Tom Taylor,	2
Life and Times of Sir William Johnson.....	Stone, 2
Life ; Its Nature, Varieties, and Phenomena.....	Grindon, 1
Life of Abraham Lincoln.....	Bacon, 1
Life of Cardinal Mezzofanti.....	Russell, 1
Life of Cicero.....	Forsyth, 2
Life of Daniel De Foe.....	Chadwick, 1
Life of Edward Forbes.....	Wilson, 1
Life of Josiah Wedgwood.....	Meteyard, 1
Life of Lord Bolingbroke.....	Macknight, 1
Life of Samuel Johnson, LL. D.....	Boswell, 10
Lindley's Ladies' Botany.....	2
Linen Trade—Ancient and Modern.....	Warden, 1
Literarischer Wegweiser.....	Klöpffel, 1
Literatur der Deutschen.....	Schwab, 1
Little Dorrit.....	Dickens, 1
Lives of Engineers.....	Smiles, 2
Lives of Lord Castlereagh and Sir C. Stewart.....	Alison, 3
London Labour and the London Poor.....	Mayhew, 4
Louie's Last Term at St. Mary's.....	1
Loyalists of the Revolution.....	Sabine, 2
Man and Nature... ..	Marsh, 1

	VOLS.
Manual of Dyeing	Napier, 1
Manual of Human Microscopic Anatomy	Kölliker, 1
Manual of Monumental Brasses	Haines, 2
Manual of Political Economy	Fawcett, 1
Manufacture of Iron	Wilkie, 1
Martin Chuzzlewit	Dickens, 1
Memoirs of Beranger	1
Memoirs of Jeremy Bentham	Bowring, 1
Memoirs of Libraries	Edwards, 2
Memorials of Oxford	Ingram, 3
Midshipman Easy	Marryatt, 1
Military Architecture of the Middle Ages	Le-Duc, 1
Military Surgery	Williamson, 1
Mitla	Von Tempesky, 1
Modern Egyptians	Lane, 1
Modern Warfare and Modern Artillery	MacDougall, 1
Monks of the West	Montalambert, 2
Moor and the Loch	Colquhoun, 1
Moral Emblems	Piggot, 1
Murray's Artist's Life	2
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My Farm at Edgewood	Mitchell, 1
Natural History of the Inanimate Creation	
	Ansted, Smith, Scoffern, and Lowe, 1
Naval Officer	Marryatt, 1
Neapolitan Earthquake of 1857	Mallet, 2
Neue Gedichte	Geibels, 2
New Stories	Dickens, 1
Newton Forster	Marryatt, 1
Nicholas Nickleby	Dickens, 1
Novellen	Heyse, 3
Numismata Hellenica	Leake, 1

	VOLS.
Old Curiosity Shop.....	Dickens, 1
Oliver Goldsmith, a Biography.....	Forster, 1
Oliver Twist.....	Dickens, 1
On Liberty.....	Mill, 1
On Representative Government.....	Mill, 1
Optics.....	Parkinson, 1
Outlines of Astronomy.....	Herschel, 1
Outlines of Equity.....	Haynes, 1
Pacha of Many Tales.....	Marryatt, 1
Parabeln.....	Krummacher, 1
Paget's Lectures on Surgical Pathology.....	edited by Turner, 1
Peerage and Baronetage.....	Burke, 1
Peerage, Baronetage, Knightage, &c.....	Dod, 1
Pen and Pencil.....	Balmano, 1
Percival Keene.....	Marryatt, 1
Percy's Metallurgy, Iron and Steel.....	1
Peter Simple.....	Marryatt, 1
Pflanze und ihr Leben.....	Schleiden, 1
Phantom Ship.....	Marryatt, 1
Physical Sciences.....	Nichol, 1
Physics and Natural Philosophy.....	Silliman, 1
Pickwick Papers.....	Dickens, 1
Pictures of German Life.....	Freytag, 2
Pictures of the Periods.....	Collier, 1
Plato.....	Grote, 8
Poacher.....	Marryatt, 1
Poems.....	Saxe, 1
Poems.....	Schiller, 1
Political Economy.....	Mills, 1
Prehistoric Annals of Scotland.....	Wilson, 2
Prison Books and their Authors.....	Langford, 1
Private Law among the Romans.....	Phillimore, 1
Psychonomy of the Hand.....	Beamish, 1

	VOLS.
Pursuit of Knowledge	Craik, 1
Queens of Song	Clayton, 1
Races of the Old World	Brace, 1
Railway Construction	Haskoll, 1
Rebellion Record	Moore, 3
Rebellion Record (Supplement).....	Moore, 1
Records of Mining and Metallurgy...	Phillips and Darlington, 1
Redding's Literary Reminiscences	2
Religious History and Criticism	Renan, 1
Remains of Pagan Saxondom	Akerman, 1
Reminiscences of the late Thomas Assheton Smith...	Wilmot, 1
Report of Special Committee on Volunteering	1
Reproductive Organs	Acton, 1
Researches on the Solar Spectrum	Kirchoff, 2
Rickman's Gothic Architecture	1
Roman and the Teuton	Kingsley, 1
Roman Law.....	Mackenzie, 1
Röschén vom Hofe	Spielhagen, 1
Round Towers of Ireland.....	O'Brien, 1
Routh's Rigid Dynamics.....	1
Russian Empire.....	Von Haxthausen, 2
Russians in Central Asia ...	Michell, 1
Russians on the Amur	Ravenstein, 1
Rutledge.....	1
Sacred and Legendary Art.....	Jameson, 2
Sammlung Kleiner Lustspiele für gesellige Kreise ...	Benedix, 1
Sämmtliche Schriften	Gellert, 5
Sämmtliche Werke.....	Bürger, 2
Sämmtliche Werke.....	Fichte, 8
Sämmtliche Werke	Freiligrath, 6
Sämmtliche Werke.....	Seume, 4
Sandford and Merton	Day, 1

	VOLS.
Scot Abroad	Burton, 2
Science of Language	Müller, 2
Schiller und seine Zeit	Scherr, 1
Scott, Lieutenant-General, Memoirs of	4
Seamanship	Nares, 1
Secret of Hegel	Stirling, 2
Seven Stories	Mitchell, 1
Shakespeare	Gervinus, 2
Shakspeare	Rau, 1
Shakspeariana	Thimm, 1
Shrapnel Shell	Bormann, 1
Sketches	Dickens, 1
Snarleyyow	Marryatt, 1
Social Statics	Spencer, 1
Solutions of the Cambridge Problems, 1854	
	Walton and Mackenzie, 1
Source of the Nile	Speke, 1
Spanish Conquest	Helps, 4
Sport in Norway	Barnard, 1
Sprachen Europas	Schleicher, 1
Sprachengeschichte	Schleicher, 1
Sutherlands	1
System der Sprachwissenschaft	Heyse, 1
Tables of Melpomene	Schubert, 1
Tale of Two Cities	Dickens, 1
Tales from Blackwood	12
Ten Months in the Fiji Islands	Smythe, 1
Theatre of the Greeks	Donaldson, 1
Tracks of McKinlay across Australia, by John Davis	
	Edited by Westgarth, 1
Travels and Discoveries in the Levant	Newton, 1
Uncle Tom's Cabin	Stowe, 2

	VOLS.
Up the Nile	Fairholt, 1
Varieties and Relative Values of Paper	Herring, 1
Vidas de Españoles Celebres	Quintana, 1
Villas and Cottages	Vaux, 1
Volkamärchen der Deutschen	Musäus, 1
Walks and Talks about London	Timbs, 1
Walking Tour in Brittany	Jephson, 1
Werke	Chamisso, 3
Werke	Hackländer, 17
Westminster Abbey	Scott, 1
Westwood on Insects	2
Wet Days at Edgewood	Mitchell, 1
Wheaton's International Law	Lawrence, 1
William Ewart Gladstone, M. P.	Mashedier, 1
William Shakspeare	Wiseman, 1
Winter in Algeria	Rogers, 1
Words and Places	Taylor, 1
Year Book of Facts, 1865	1
Yule's Fortification	1

IV.—APPARATUS, FINE ARTS, ETC.

PHILOSOPHICAL, MATHEMATICAL, AND CHEMICAL.

The remarks made in reference to the original cost of the Library are applicable, also, to the original cost of the apparatus belonging to the Academy. An estimated value is given in another part of this Report.

Amount paid for apparatus, as per last Report.....	\$13,817 01
Amount paid since the date of last Report.....	2,875 58
	<hr/>
	16,692 59

NATURAL HISTORY, PHYSIOLOGY, ETC.

The Department of Natural History contains about three thousand specimens, no additions having been made thereto since the date of the last Report.

See page 28.

LABORATORY.

The Laboratory of the Free Academy is well provided with the necessary apparatus of glass and porcelain, and with an extensive suit of chemical preparations, to which additions are constantly made by the Professor having charge of the department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the Academy. This collection contains much of the apparatus necessary for the experimental illustrations of the Phenomena of Light, Heat, and Electricity.

CABINET OF CHEMICAL AND PHYSICAL APPARATUS.

The following is a complete list of the apparatus and of the Casts and Models in the Department of Fine Arts, belonging to the Free Academy :

PNEUMATICS.

Chamberlain's Air-Pump.
 Condensing Syringe.
 Double Cylinder Air-Pump.
 Bell Glasses for Air-Pump (2).
 Bladder and Hand-Glass.
 Magdeburg Hemispheres.
 Upward Pressure Apparatus.
 Wire Guard for Bursting Squares.
 Hand Air-Pump.
 Guinea and Feather Glass.
 Water Hammer.
 Balance with Air-Globe and Counterpoise.
 Bell, with Sliding Rod.
 Barometers (2).

HYDROSTATICS AND HYDRODYNAMICS.

Set of Glasses to illustrate Equilibrium of Fluids.
 Hydrostatic Bellows.
 Archimedes' Screw.
 Working Models of Lifting and Forcing Pumps.
 Hero's Fountain.
 Barker's Mill.
 Glass Balloon (with Jar and Images).
 Hydrostatic Paradox.
 Halstat's Apparatus for the Pressure of Liquids.
 Apparatus for Body immersed in a Liquid.
 Apparatus for the Decomposition of Water.
 Model of Hydrostatic Press.

GALVANISM, MAGNETISM, ELECTRO-MAGNETISM, HEAT.

Bunsen's Battery of 44 pairs, ordinary size, and 500 pairs large size.

Wheatstone's Rheostat.

Galvanometer (Suspension Thread).

Vertical Galvanometer.

Tangent Compass.

Large Simple Galvanometer.

Decomposing Cell (2 Gas Tubes).

Apparatus for Attraction and Repulsion of Currents.

Contracting Helix.

Magnet Revolving around a Conductor.

Conductor Revolving around a Magnet.

Magnet Revolving on its own axis.

Vibrating Wire (Magnet of three pieces).

Revolving Spur Wheel.

Gold Leaf Galvanoscope.

De La Rive's Ring.

Revolving Coil.

Thermo-Electric Revolving Arch.

Magnetizing Helix.

Helix on Stand, with Iron Bar.

Heliacal Ring and Semicircles.

One Large Electro-Magnet, and one Small.

Revolving Armature.

Reciprocating Engine.

Revolving Electro-Magnet.

Electro-Magnet, revolving with the Earth's Action.

Clock-Work Electrotome.

Magneto-Electric Machine (Brass Legs; quantity and intensity-Helices).

Separable Helices and Handles (2).

- Salt Spirals (3 lbs. each ; 2).
- Thermo-Electro Series (10 pairs).
- Thermo-Electro Rectangle.
- Ampere Electropeter.
- Simple Bar Magnets (4).
- Compound Bar Magnet.
- Simple U Magnet.
- Magnetic Needle on horizontal stand.
- Dipping Needle.
- Set of Steel Bars for Magnetization.
- More's Telegraph Model.
- Ruhmkorff's Apparatus for Induction.
- Diamagnetic Apparatus.
- Apparatus for fixing the Electric Light.
- Pictet's Brass Mirror.
- Hot Water Cube.
- Regnault's Apparatus for Specific Heat.
- Meloni's Thermo-Electric Apparatus.
- Apparatus for Expansion of Solids.
- Telegraph Poles (6).
- Polished Box for Battery.
- Cell, Smee's Battery (1).
- “ “ “ improved.
- Cell, Small Daniell's Battery (1).
- Copper Plating Apparatus.
- Silver “ “
- Closed up Local Battery.
- Wollaston Battery.
- Diamagnetism Apparatus.
- Iron Amalgamating Apparatus.
- Large Morse Telegraph Apparatus.
- Differential Thermometers (2).
- Thermometer, blackened bulb.

Thermometer, elongated bulb.

“ maximum “

“ minimum “

Apparatus for Conduction of Heat.

Hydro-Oxygen Blowpipe.

Davy's Safety Lamps (2).

Blowpipe and Table.

Wrede's Apparatus for Absorption.

Ring and Ball for Expansion by Heat.

2 Bulb Tubes for Expansion of Gases.

2 “ “ “ Liquids.

Mounted Diaphragm.

Barton's Button.

Freezing Apparatus.

Thermometer of Biot.

Pair of Gas Holders.

Six Models in wood, to illustrate the subject of Light and
Crystallography.

SURVEYING AND ENGINEERING.

Theodolites (2) and Tripods.

Surveyor's Compass (2) and Tripods.

Level.

Sextant.

Quadrant.

Artificial Horizon.

Surveyor's Chains and Pins (2 sets).

Measuring Tape.

Levelling Staves (2).

Rods (4).

Malby's Large Terrestrial Globe (and Compass).

“ “ Celestial Globe (and Compass).

Engineer's Transit.

Tangent Compass.

Plaster Model of Oblique Arches, by Bardin, Paris (9).

Model of Groined Arch.

“ Cloistered “

“ Bastioned Front (Field Works).

“ Redoubt, with Counterscarp Gallery.

“ Vauban's First System of Permanent Fortification.

“ Cormontaigne's First System of Permanent Fortification.

Model of Field Redoubt.

Plaster Models of Voussoirs, of an Oblique Arch, by Bardin, Paris (31).

Models of Topography, with Maps, by Bardin, Paris (9).

Plaster Models of Intersection of Surfaces.

ACOUSTICS.

Bellows Apparatus, with Glass sides for Organ Pipes.

Pipe with Musical Scale.

Open Pipe C.

Vox Humana.

Parchment Pipe.

Pipe with Reed.

“ “ “ and Trumpet.

“ “ Glass Cylinder for observing Nodal Lines.

Monochord.

Tuning Fork.

Siren.

Glass Plates for Chladni's Sonorous Figures (2).

Violin Bow.

OPTICS.

Gregorian Reflecting Telescope (2 feet focal length), presented by EDWARD W. SERRELL, Esq., N. Y.

Observing Telescope.

Concave Mirror (of 36 centimetres diameter).

Convex Mirror (of 25 centimetres diameter).

Plane Mirror (of 26 centimetres diameter).

Apparatus for Bouquet Experiment.

Double Convex Lens.

“ Concave “

Plano-Convex “

“ Concave “

Concave Convex “

Equilateral Prism.

Polyprism.

Acromatic Prism (variable angles).

Biot's Prism (compartments for volatile liquids).

Raspail's Microscope.

Oberhauser's “

Lawrence Smith's Apparatus for Solar Microscope.

“ “ Diffraction and Interference.

Nichol's Prism.

Diaphragms (one circular and one rectilinear).

Barton's Button.

Apparatus for Colored Rings.

Noremberg's Apparatus (improved).

Soliel's Apparatus (for measuring optic axis of Crystals).

Collection of Crystals of one and two optic axis, viz. :

Native Quartz.

Plate Quartz. (2 natural rotations.)

Porte Objet.

Babinet's Compensators (2).

Plates Sulphate of Lime.

“ Quartz (parallel to axis).

“ Mica ($\frac{1}{2}$ wave length).

“ Quartz.

Plates Oblique (Quartz crossed).

“ Spar (perpendicular to axis).

“ Tourmaline (perpendicular to axis).

“ Beryl “

“ Carbonate of Lead “

“ Arragonite.

“ Gypsum.

“ Mica.

“ Sulphate of Baryta.

Tempered Glasses (different forms).

Apparatus for Movable Hyperbolas.

Presses and 8 Glasses for Curves.

“ “ “ Compression.

Fresnel's Apparatus for Double Refraction.

Parallelopipedons of Fresnel.

Stereoscopes (with Daguerreotypes, etc.).

Collection of Colored Glasses for Absorption.

Rhombs of Spar.

Cylindrical Mirror (with pictures).

Apparatus for Rays of Spectrum.

Apparatus for Circular Polarization of Light.

Lamp for Optical Experiments, and Box for the same

Achromatic Microscope.

Wave Machine.

Deville's Lamp.

MECHANICS, ETC.

Lever, with Appendages, etc.

Fixed and moveable Pulleys, and their Combinations.

Loaded Cylinder and Inclined Plane.

Double Cone and Inclined Bar.

Pair of Tumblers.

Model of the Wheel and Axle

Model of the Inclined Plane.

- " Screw.
- " Capstan.
- " Crane.
- " Pile Driver.
- " Jack.

Apparatus showing Action of Endless Screw.

- " " " Cog Wheels.

Atwood's Machine.

Whirling Table.

Ten pieces of Apparatus belonging to Whirling Table.

Roberval's Balance.

Compound Lever.

Weights, and Stand for Weights.

Ivory Balls on Stand (to illustrate collision).

Apparatus showing the Angles of Incidence and Reflexion in
the Collision of Elastic Bodies.

Bohnenberger's Machine (for illustrating the precession of the
Equinoxes).

Pulley, with concentric grooves.

Apparatus for showing that the part of a pulley enveloped by
the cord can be less or greater.

Apparatus illustrating Parallelogram of Forces.

Roemer's Carriage Axle with Vibrating Wheels.

Gyroscope.

Apparatus showing the line of swiftest descent.

MISCELLANEOUS.

Celestial Globe.

Hygrometer.

Daguerrotype Apparatus (complete).

Bregnet's Metallic Thermometer.

Chemical Balance.

Common "

Specimens in Conchology, presented by TOWNSEND HARRIS, Esq.

“ Mineralogy.

“ Geology.

3 Charts illustrating Geology.

4 “ “ Physical Geography.

PHYSIOLOGY, ETC.

Manikin.

Skeleton.

Separated Skull.

Enlarged Model of the Eye.

“ “ “ Ear.

“ “ “ Larynx.

5 Anatomical Charts, life size.

Guyot's Charts.

Terrestrial Globe.

FINE ARTS—CASTS AND MODELS.

This is a choice collection, and affords extraordinary advantages (perhaps unequalled in this country) for the study of ornament and for the general purposes of art. It may be classified as follows :

1st.—CASTS OF ELGIN MARBLES.

Presented by CHARLES M. LEUPP, Esq., of New York.

Iliacus.

Theseus.

Colossal Head of the Horse, from Pediment of the Parthenon.

Metopes and Frieze of the Parthenon.

Colossal Caryatides, etc.

2d.—CASTS FOR THE STUDY OF THE ANTIQUE.

From Florence, the Vatican, and the Louvre.

1. FIGURE.

Minerva.

Belvidere Hercules.

Torso of the Laocoon.

Torso of Venus of Milo.

2. ALTO AND BASSO RELIEVO.

Victory.

Dancers.

Chariot Race.

Alcibiades and Aspasia.

Bacchus and Ariadne.

Bacchante and Dionysian Bull.

Fawn and Panther.

Chimera bearing Rome.

3. BUSTS.

Diogenes.

Pericles.

Plato.

Homer.

Venus of Arica.

Venus of Milo.

Townley Muse.

Farnese Hercules.

Colossal Jupiter.

4. MASKS.

Dante.

Aristides.

Alexander.

Apollo Belvidere.

Venus of Cnidus.

Sleeping Fawn.

Faun of the Capitol, etc.

3d.—EXAMPLES OF MICHAEL ANGELO AND CELLINI

Figure from the Tomb of Lorenzo de Medici.

Mask and Arm of Slave.

Dog's Head.

4TH.—CASTS FROM NATURE.

Masks from Henri Quatre.

Torso of a Man.

Right Arm of a Man.

Hands.

5TH.—EXTREMITIES.

Arm of Milo.

Thigh from the Laocoon.

Leg from Statue of Silenus.

Leg from Statue of Germanicus.

Colossal Hand from Statue of St. Peter.

6TH.—POMPEIIAN FRESCOES.

Models from Paintings in the Houses of Pompeii.

7TH.—AGRICULTURAL STUDIES.

1. THE FIVE ORDERS OF ARCHITECTURE.

Small Models.

2. FRIEZES.

Architrave of Temple of Jupiter Stator.

Frieze with Panthers, from the Ecole des Beaux Arts.

Frieze from the Tomb of Henry VII.

8. MOULDINGS.

Talons of the Architrave and Entablature of the Temple of
Jupiter Stator.
Toros from that of Minerva Polias.
Ornamented Oves, etc.

4. BYZANTINE ARCHITECTURE.

Column from St. Denis.
Capital of Column at Bonn.
Capital from Abbey of Benneford.
Mounting Post, etc.

5. GOTHIC ARCHITECTURE.

Rosette Frieze.
Pilaster with Monk.
Antæ from Notre Dame.
Jamb from Ecole des Beaux Arts.
Mouldings from Westminster.
Gothic Panels from Wood Carving.
Ogees, etc., etc.

6. RENAISSANCE.

Parts of a Pilaster.
Second Part of the same, with Capital, etc.

8TH.—STUDY OF ORNAMENT.

Minerva upon Scroll.
Vine Mounting.
Fragment of Foliage.
Reverse of Leaf.

Leaf from base of Column of Trajan.

Ornamental Column.

Ornamental Base.

V.—TITLE TO PROPERTY, INCUMBRANCES, ETC.

The property is free from all incumbrances.

VI.—OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot, building, library, text-books, casts, models, and cabinet of natural history, described previously, except fuel, stationery, and furniture, partly worn, the present value of which cannot be stated with certainty.

VII.—DEBT.

The Academy is free from debt.

VIII.—BOOKS AND APPARATUS COMPARED WITH CATALOGUE, ETC.

All the books and articles of apparatus possessed by the Academy have, since the date of the last Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the Books and apparatus belonging to the Academy; and on such examination and comparison, the various catalogues and inventories were duly credited as appears by the present report.

IX.—SUMMARY STATEMENT,

The total *estimated* value of Academic property; as described in the preceding part of this Report, is as follows :

Present value of Academic lot, buildings, and furniture.	\$124,413 00
Present value of Library.	25,250 00
Present value of Text-Books.....	12,000 00
Present value of Philosophical Apparatus.....	9,000 00
Present value of Casts, Models, etc.....	1,500 00
Present value of Cabinet of Natural History.....	1,500 00
	<hr/>
	\$178,663 00

**X—GENERAL CASH ACCOUNT FOR THE YEAR ENDING ON THE
17TH DAY OF JULY, 1864.**

CASH RECEIVED.	Dr.	CASH PAID.	Cr.
Cash received on the following accounts, viz. :		Cash paid during said period, by the Board or Education, viz. :	
Balance on hand at date of Report.....	\$7,230 59	For Salaries of Teachers and Officers.....	\$73,868 13
Amount appropriated by the Board of Education for the support of the Free Academy, including Text-Books and Stationery....	77,000 00	For Repairs and Improvements of Academy Buildings and Grounds.....	2,714 35
Amount appropriated during said period for Repairs of the Academy...	3,500 00	For Text-Books and Stationery.....	4,623 15
Amount received during said period from the Regents of the University from the Literature Fund.	976 89	For Library Books.....	1,438 36
		For Printing and Advertising.....	1,051 38
		For Expenses of Examination, Commencem't, &c.,	896 85
		For Fuel.....	291 53
		For Lighting the Academy.	93 28
		For Furniture, Repairing, etc.....	112 51
		For Supplies, Cleaning Academy, Postage, and other Incidentals.....	2,822 97
			<u>\$87,932 51</u>
		Balance.....	774 97
	<u>\$88,707 48</u>		<u>\$88,707 48</u>

NOTE.—The *estimated* value of the Academic lot, as given above, includes the permanent fitting up, and also all repairs, alterations, and improvements since the Academy has been in operation. But the *real* value of the said property ought not, perhaps to include anything more than the grounds, buildings, improvements, permanent fitting up, books, apparatus, casts, and models, and furniture, valued at about one hundred and thirty-five thousand dollars.

**XI.—REVENUES AND EXPENDITURES FOR THE YEAR ENDING
ON THE 19TH DAY OF JULY, 1865.**

REVENUE RECEIVED.	Dr.	EXPENDITURE INCURRED.	Cr.
Amount of Revenue received during said year, from the following sources, viz.:		Amount paid on Liabilities incurred during said year on the following accounts, viz.:	
From Appropriations by the Board of Education. \$80,500 00		For Salaries of Teachers and Officers.....	\$73,888 13
From the Regents of the University, being the apportionment of the Literature Fund for 1864....	976 89	For Repairs and Improvements to Academy Buildings and Grounds.....	2,714 35
Balance on hand at the date of last report.....	7,230 59	For Text-Books and Stationery	4,623 15
		For Library Books	1,438 36
		For Fuel, Printing, Commencement, and all other incidental expenses	5,268 52
			<hr/>
			\$87,932 51
		Balance.....	774 97
			<hr/>
	<hr/>		<hr/>
	\$88,707 48		\$88,707 48

XII.—MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the year, as stated in the preceding part of this Report, under the head of *Cash Received*, together with all balances of money received heretofore, and suffered to remain on hand, unexpended, are accounted for as follows, viz. :

Balance on hand, unexpended, received from the Regents of the University, at the date of last Report.....	\$811 27
Received from the Regents of the University, since the date of last Report, being the apportionment from the Literature Fund for the year 1864.....	976 89
	<hr/>
	\$1,788 16
Expended for Library Books since the date of last Report	1,438 36
	<hr/>
Balance to be expended for Library Books.....	349 80

XIII.—MONEY RAISED AND GRANTED FOR PURCHASE OF BOOK AND APPARATUS.

None, except as stated in the preceding part of this report.

XIV.—DEPARTMENTS.

OFFICERS OF INSTRUCTION AND GOVERNMENT.

The studies are pursued under the following Academic Officers, appointed by the Board of Education :

The Principal, who shall be Professor of Moral, Intellectual, and Political Philosophy.

A Professor of the Latin and Greek Languages and Literature.

A Professor of Chemistry and Physica.

A Professor of Pure Mathematics.

A Professor of Mixed Mathematics.

A Professor of History and Belles-Lettres.

A Professor of English Language and Literature.

A Professor of French Language and Literature.

A Professor of Spanish Language and Literature.

A Professor of German Language and Literature.

A Professor of Drawing.

A Professor of Natural History and Physiology.

An Adjunct-Professor in the Department of Philosophies.

An Adjunct-Professor in the Department of Mathematics.

And as many tutors as may be from time to time required.

The Faculty consists of the Professors and Adjunct-Professors.

XV. TEACHERS AND OFFICERS EMPLOYED.

The whole number of teachers employed in the Academy on the said 18th day of July, 1865, was twenty-five. The names, the department of instruction, and the annual salary of each, are as follows :

Horace Webster, LL. D., President of the Faculty and Professor of Moral, Intellectual, and Political Philosophy.....	\$4750
John Jason Owen, D. D., LL. D., Vice-Principal and Professor of the Ancient Languages and Literature.....	4250
Gerardus Beekman Docherty, LL. D., Professor of Pure Mathematics and Secretary of the Faculty.....	3750
John Augustus Nichols, A. M., Professor of Mixed Mathematics.....	3750
Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.....	3750
John Graeff Barton, A. M., Professor of the English Language and Literature.....	3750
Jean Roemer, LL. D., Professor of the French Language and Literature.....	3750
Agustin Jose Morales, LL. D., Professor of the Spanish Language and Literature.....	3750
Hermann Joseph Aloys Korner, Ph. D., Professor of Drawing.....	3750
Robert Ogden Doremus, M. D., Professor of Chemistry and Physics..	3750
Adolph Werner, M. S., Professor of the German Language and Literature.....	3750
John Christopher Draper, M. D., Professor of Natural History and Hygiene.....	3750
Joel Tyler Benedict, A. M., Adjunct-Professor in the Department of Pure Mathematics.....	3750
George Washington Huntsman, A. M., Adjunct Professor in the Department of Philosophy.....	3750
Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.....	2500
William Bienhauer Silber, A. M., Tutor in the Ancient Languages...	2500
Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.....	2500
Alfred George Compton, A. M., Tutor in the English Language.....	2500
Casimer Fabregou, A. M., Tutor in the French Language.....	2500
James Godwin, A. M., Tutor in Pure Mathematics.....	2437½
Lucien Oudin, A. M., Tutor in the French Language.....	2187½
Solomon Woolf, A. M., Tutor in Drawing.....	1875
James Knox, A. M., Tutor in Drawing.....	2075
Fitzgerald Tisdall, A. M., Tutor in Ancient Languages.....	1875
James Edward Morrison, A. M., Tutor in History and Belles-Lettres..	1562½
John H. Chambers, Registrar and Librarian.....	2812½
Asa W. Wilkinson, M. D., Assistant in Laboratory.....	1562½
Joseph Delany, Janitor.....	900
Thomas Murphy, Assistant-Janitor.....	700
James P. Kissner, Assistant in Repository.....	500

**XVI—SUBJECTS OF STUDY PURSUED, TEXT-BOOKS AND BOOKS
OF REFERENCE USED.**

The subjects of study pursued in said Academy, during the said year, including classical and all others, with the text-books and books of reference used in each subject or study, were as follows :

1. MORAL, INTELLECTUAL, AND POLITICAL PHILOSOPHY.

Moral Philosophy,	Hickok's Moral Science.
“ “	Alexander's “
“ “	Wayland's “
“ “	Butler's Analogy.
Intellectual Philosophy,	Mahan's Intellectual Philosophy.
Logic,	Whateley's Logic.
“	Mahan's “
“	Coppée's “
Political Philosophy,	Mansfield's Political Manual.
Law,	Kent's Laws of Nations.
“	Woolsey's International Law.

2. ANCIENT LANGUAGES AND LITERATURE.

GREEK LANGUAGE (Grammar),	Sophocles' Greek Grammar.
“	Hadley's “ “
Dictionary,	Liddell and Scott's.
“	Pickering's.
Reading Book,	Silber's Greek Lessons.
“	Owen's Greek Reader.
“	“ Xenophon's Anabasis.
“	“ “ Cyropædia.
“	“ Homer's Iliad.
“	“ “ Odyssey.
“	“ Thucydides.

Reading Book,	Crosby's <i>Œdipus Tyrannus</i> .
LATIN LANGUAGE (Grammar),	{ Andrews and Stoddard's Latin Grammar.
Dictionary,	Leverett's.
"	Ainsworth's.
"	Andrews' Freund.
Reading Book,	Andrews' Latin Reader.
"	" Sallust.
"	Spencer's <i>Cæsar's Commentaries</i> .
"	Cooper's <i>Virgil</i> .
"	Johnson's <i>Cicero's Orations</i> .
"	Lincoln's <i>Livy</i> .
"	Anthon's <i>Horace</i> .
"	" Latin Prose Composition.
"	" Latin Versification.

3. CHEMISTRY AND PHYSICS.

Chemistry,	Renwick's Principles.
"	Fownes'.
Natural Philosophy,	Bird's.

4. PURE MATHEMATICS.

Algebra,	Docharty's Institutes.
Geometry and Trigonometry,	" "
Geometry (Analytical),	Davies'.
Calculus (Differential and Integral),	"
Surveying and Navigation,	"
Logarithms,	Loomis'.
Geometry (Descriptive),	{ Manuscript.
Shades and Shadows,	
Linear Perspective,	

5. MIXED MATHEMATICS.

Mechanics, Analytical,	Bartlett's.
Acoustics and Optics,	"
Spherical Astronomy,	"
Civil Engineering,	Mahan's.
Field Fortification,	"
Ordnance and Gunnery,	Benton's
Fortification and Stereotomy,	Mahan's.

6. HISTORY AND BELLES-LETTRES.

History,	Wilson's Universal History.
Rhetoric,	Day's Rhetoric.
"	Jamieson's Rhetoric.
Oratory,	Marshall's Oratory.
"	Lovell's U. S. Speaker.
"	Sargent's Speaker.
Elocution,	How's Elocutionist.
Atlas,	Johnson's National Atlas.

7. ENGLISH LANGUAGE AND LITERATURE.

Dictionary,	Webster's (Unabridged).
"	Worcester's "
"	Reid's Etymological Dictionary.
Synonymes,	Graham's Synonymes.
Grammar,	General Principles of Grammar
"	Fowler's English Grammar.
Outlines of Literature,	Shaw's English Literature.
American Literature,	Duyckinck's Cyclopædia.
English Literature,	Chambers' Cyclopædia.

8. FRENCH LANGUAGE AND LITERATURE.

FRENCH LANGUAGE,	Noel and Chapsal's Grammar.
"	Robertsonian System of Teaching French.
"	Sadler's Petit Cours de Versions.
Reading Book,	Roemer's Elementary Reader.
"	" Second French Reader.
"	" Polyglot Reader.
"	" French Idioms.
"	Racine, Molière.
Pronunciation,	Vannier's Pronunciation.
Dictionary,	Dictionnaire l'Academie.
"	Spiers and Surenné's.
"	Surenné's.

9. SPANISH LANGUAGE AND LITERATURE.

Grammar,	Ollendorf's.
"	Sales'.
Dictionary,	Neuman and Baretti's.
"	Velasquez's.
Reading Book,	Ascargorta's History.
"	Quintana's Español Celebres.
"	Quintana's Tesoro del Parnaso Español.
"	Don Quixote.
"	Morales' Spanish Reader.
"	Moratin's Comedies.
"	Pizarro's Phrase-Book.
"	Iriarte's Fables.
"	Butler's Spanish Teacher.

10. GERMAN LANGUAGE AND LITERATURE.

Grammar,	Otto's Grammar.
"	Glaubensklee's Grammar.
Dictionary,	Elwell's Dictionary.
"	Flugel's "
Reading Book,	Glaubensklee's Reader.
"	Oltrogge's Third Reader.
"	Classical Dramas.
"	Select Comedies.

11. NATURAL HISTORY, ANATOMY, PHYSIOLOGY, AND HYGIENE.

Introduction to the Sciences,	Chambers.
Natural History,	{ Schodler's and Medlock's Book of Nature.
"	Guyot's Earth and Man.
Physical Geography,	Somerville.
Geology,	Lyell.
Mineralogy,	Dana.
Physiology,	Carpenter.
"	Lambert.

12. DRAWING.

Doctrines of Forms,	} <i>manuscript.</i>	Course of Ornamental, Classic,
Elements of Drawing,		Gothic, and Renaissance.
Industrial Drawing,		Study of the Antique (Elgin
Architecture, examples, in Classic,		Marbles), with external Anat-
Gothic and Byzantine styles.		omy applied to the Figure.
Architectural Orders and Mouldings.		

Lectures are delivered once a week (second term) to the Freshman Class, in the department of Natural Sciences.

Lectures on Popular Chemistry, and the Natural Sciences are delivered weekly to the Sophomore class. Frequent exercises in Composition and Oratory are also required.

Lectures on Art, and its division into Arts, are delivered to the Junior Class (second term), Themes and Forensic Discussions, and Original Declamations, are required as regular exercises from the Class; and in their second term, Lectures are delivered on popular applications of Natural Philosophy.

Lectures are also delivered, during the Academic year, on the Laws of Nations, and the Constitution of the United States; on Intellectual and Moral Philosophy; on the Formation and Structure of the Greek and Latin Languages; on the History of the English Language and Literature; on the History and Formation of the French Language; and Lectures on the Practical Applications of Chemistry; also, on the Principles of Design, as applied to Industry and the Fine Arts, etc.

Lectures on Ancient History and on Rhetoric, are also delivered to the Freshman and Sophomore Classes.

Weekly Lectures are delivered to the Sophomore Class (first term) on Political Economy.

Weekly Lectures are delivered to the Introductory Class, in the Department of Natural Sciences, on Astronomy, Geology, Human Physiology, Physical Geography, Anatomy, etc.

XVII—COMPOSITION AND DECLAMATION.

Students are required to be exercised in Composition and Declamation once a month, during the year, and Original Declamations are required from Students of the Senior and Junior Classes.

XVIII.—NUMBER OF STUDENTS.

(A.) The whole number of Students (including classical and all others) taught in the Academy during the first Academic term ending on the 15th day of February, 1865, six hundred and twenty-four (624).

The whole number of Students (including classical and all others) taught in the Academy during the second Academic term ending on the 18th day of July, 1865, five hundred and forty-two (542).

(B) The whole number of Students (including classical and all others) taught in the Academy during the said Academic year ending on the said 18th day of July, 1865, six hundred and thirty (630).

(C.) The whole number of Students belonging to the Academy on the said 18th day of July, 1865, or who belonged to it during part of the year ending on that date, and who are claimed by the Board of Education to have pursued for four months of said Academic year, or upwards, classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the ordinance of the Regents of the 20th October, 1853, five hundred and sixty-five (565).

A schedule of the names, ages, and studies of the said students, so claimed by the said Board of Education to have pursued classical studies, or the higher branches of English education, or both, is hereto annexed, duly verified by oath, as required by the law of the State, and the ordinance of the Regents.

XIX.—PRICES OR RATES OF TUITION.

The Institution being supported by the city, no charge is made for tuition.

XX.—GRATUITOUS INSTRUCTION.

Instruction is gratuitous to all the Students of the Academy.

XXI.—ACADEMIC TERMS, VACATIONS, COMMENCEMENT, Etc.

The Academic year is divided into two terms; the first commencing on the third Wednesday of September, and ending on the Friday preceding the first Monday in February; the second, commencing at the end of the first examination (which continues eight days), and ends on the Tuesday before the third Wednesday of July in each year.

VACATIONS.

There are three vacations in each Academic year; the Summer Vacation, from Commencement to the Tuesday before the third Wednesday in September, inclusive; the Winter Vacation, from the 25th day of December, to the 2d day of January, inclusive; the Spring Vacation, from the last day of April, inclusive, one week.

There are no Academic exercises on Saturday, on the day celebrated as the anniversary of American Independence, and on Thanksgiving day.

END OF ACADEMIC YEAR, AND COMMENCEMENT.

The Academic year of the Academy ends on the *Tuesday before the Third Wednesday of July*, in each year, and on which day the Annual Commencement takes place.

XXII.—SUMMARY STATEMENT OF THE AVERAGE EXPENSES OF STUDENTS IN THE ACADEMY, FOR TUITION, BOARD, Etc.

The Academy being supported by the city, no charge is made for tuition or board. Students are not allowed to remain in the Academy after the daily exercises are over. They reside or board with their parents or guardians.

XXIII.—BOOKS, ETC., RECEIVED FROM THE STATE.

The books received from the State, through the Regents of the University, or otherwise, for the use of the Academy, and now in its library, in good condition, are the following :

Natural History of the State of New York.....	15 vols.
Documentary History of New York, (4to).....	4 “
Colonial History of New York, (4to)	10 “
“ “ “ (4to) General Index.....	1 “
“ “ “ (8vo).....	2 “
Census of the State of New York, for 1855.....	1 “
Reports of the Regents of the University, for 1857–8–9...	3 “
Catalogue of the New York State Library.....	4 “
New York Meteorology, 1826–1850.....	1 “

XXIV.—PHYSICAL EDUCATION.

No distinct or separate provisions are made for physical education.

TERMS OF ADMISSION, EXAMINATION, ETC.

The examination of candidates for admission takes place immediately after the general examination in July, and continues at the same hours every day until concluded. No student can be admitted to the Academy unless he resides in this city, be fourteen years of age, shall have attended the common schools in the city twelve months, and pass a good examination in

Spelling,	Algebra, as far as quadratic equations,
Reading,	inclusive,
Writing,	Geography,
English Grammar,	History of the United States,
Arithmetic,	Elementary Book-keeping.

No candidate can be examined for admission unless he shall present to the Principal of the Academy a certificate in the form prepared by the Executive Committee, signed by the Principal of the School or Schools of which he has been a member, and specifying the age of the candidate, the Common Schools of this city which he has attended, and the length of time which he has been in each. If the number qualified for admission be more than can be admitted, the preference is to be given to those who have attended the Common Schools the greater period.

At either of the regular examinations, members may be admitted to one or all of the classes, to pursue the studies of any one or more departments, provided they shall have attended the Common Schools the requisite period—shall be of the proper age—shall pass an examination in the requisites for admission, and also an examination satisfactory to the faculty, in the previous studies of the class or departments to which they wish to be admitted.

No person is allowed to be present at an examination for admission except the instructors in the Academy, the members of the Board of Education, and other school officers; neither the names of the candidates, nor the schools from which they come, are made known to the instructors conducting the examinations, but each candidate is designated during such examination by a number given to him on a card by the Principal.

Those students only who are afterwards ascertained to have passed a good examination, are admitted, and their names entered on the rolls of the Academy.

There are two examinations during the Academic year. The first commencing on the first Monday of February, is held for the purpose of testing the capacity of the student for advancement, and continues eight days. The second (for advancement), commencing on the third Monday before commencement, continues eight days, at the close of which candidates for admission are examined. These examinations are public, and no student is allowed to advance to the next class without being found qualified for such advancement. Students of the

Introductory class are not allowed to advance to the Freshman class unless they are qualified in every respect, according to the By-Laws of the Board of Education.

The members of each class are examined by oral and written questions in the same study.

The admission of candidates takes place but once in the Academic year, and not semi-annually as heretofore; but candidates may be admitted to either of the regular examinations, to any of the classes, provided they comply with the terms for admission, as to attendance at the Common Schools, shall be of the proper age, shall pass an examination in the requisites for admission, and an examination also, satisfactory to the Faculty, in the previous studies of the class or department to which they wish to be admitted.

COURSE OF STUDIES.

The studies pursued in the Academy are classified in the following courses, which are at the option of the students, viz. :

A full course with Ancient Languages.

A full course with Modern Languages.

A partial course, embracing any studies less than either of the full courses.

The full course of Ancient Languages comprises Latin and Greek, and in the Senior Year, any modern language, at the option of the student.

The full course of Modern Languages, comprises French, German, and Spanish, according to the order prescribed by the Board of Education.

The partial course of languages comprises any language or languages, at the option of the student, either as pursued in the full course, or in a special course of one year, intended for such students as may have immediate occasion for the use of any of the above-named languages.

The time allotted to the study of each language is laid down in the following schedule, which exhibits the number of recitations per week for each class and term of the Academic year.

ANCIENT COURSE.

	INTRODUCT'Y.		FRESHMAN.		SOPHOMORE.		JUNIOR.		SENIOR.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
Latin	5	5	3	2	2	2	2	1	Latin or Greek once a week.	
Greek .....	..	..	2	3	3	3	3	1		
Any Modern Language at option .....	..	..	..	..	..	..	..	..	4	4

MODERN COURSE.

	INTRODUCT'Y.		FRESHMAN.		SOPHOMORE.		JUNIOR.		SENIOR.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
French	5	5	3	2	2	2	..	..	..	..
Spanish .....	..	..	2	3	3	3	3	..	..	..
German .....	..	..	..	..	..	..	2	2	5	5

The choice of each student as to the course of studies he intends to pursue, must be made in writing, at the time of his admission, and registered and filed at the Academy. It must be made by the parent or guardian, or by the parent or guardian be submitted in writing to the discretion of the Faculty.

The classes are annual, and the full course of studies embraces five years, of two terms each.

DEGREES.

The Board of Education is authorized by law to confer the usual Collegiate Degrees, on the recommendation of the Faculty. The degrees are *Bachelor of Arts*, for those who have pursued a full course with ancient languages; *Bachelor of Sciences*, for those who have pursued a full course with modern languages, and the degrees of *Master of Arts* and *Master of Sciences*.

The Faculty recommend no one as a candidate for either degree whose average standing in any study of the Senior year has fallen below seven tenths of the maximum. Each member of the graduating class is required to write a composition for oral delivery, to be sent in one week before Commencement. Orations and dissertations written for this occasion are not to exceed seven minutes each in length, with the exception of the Valedictory and Salutatory Orations, which may be extended to ten minutes.

A Bachelor of Arts, or of Sciences, of three years' standing, may be admitted to the degree of *Master of Arts* or to that of *Master of Sciences*, provided he show, to the satisfaction of the Faculty, that in the interval he has been engaged in some literary or scientific pursuit, and has sustained a good moral character; application to be made either personally or by letter, at least one month before commencement, accompanied by an original paper on any subject, and certified under his own hand to be his own composition, written within six months before his application.

LIBRARY.

The Library contains a large collection of valuable and well-selected books, and is increasing by the additions being made to it, from time to time, by funds appropriated by the Regents of the University of the State of New York, from the Literature Fund, and from donations and bequests of private citizens.

Students of the Senior, Junior, Sophomore, and Freshman classes are allowed to draw books from the Library on alternate Fridays.

during term time, under certain conditions. Those who do not obtain *three fourths* of the maximum, have received any demerit marks for misconduct, or have not been punctual in their attendance, are not entitled to the privileges of the Library.

The Professors and Tutors have access to the Library at all times, and enjoy the right of taking books therefrom, under certain restrictions; and also the privilege of consulting the books in the Library, at all hours of the daily session of the Academy, on application to the Librarian. No books can be taken from the Library, *under any pretence whatever by any person*, without the authority of the Librarian, and every book so taken is recorded in a register provided for that purpose.

No Library book is allowed to be retained by any Instructor or Student for a longer period than two weeks, without renewal.

Penalties are attached for defacing, mutilating, or losing books.

All books, whether Library books, books of reference, or text-books, delivered to any instructor or student, constitute a charge against him of the cost of the book, to be paid for by him unless it be returned in good condition, or its loss or injury satisfactorily accounted for to the Librarian; *and in case of a student, unless it be paid for or replaced without delay, he is liable to be dismissed from the Academy.* In cases of carelessness and wanton injury of the books, punishment may be inflicted in addition to reparation.

It is believed that in a few years the Academy will possess one of the most valuable college libraries in the State. It contains many works which probably can be found in but few even of our public libraries. Most of them are scientific and generally useful, very few being of a light and ephemeral character. In selecting books for the Library, particular reference is had to the wants of both the Instructors and Students.

MEDALS AND TESTIMONIALS.

THE PELL MEDAL.

In 1849, Duncan C. Pell, Esq., placed in the hands of Trustees \$500 to be invested, and the income to be applied annually for ever, to procure a gold medal to be awarded by them to the student in the Free Academy who shall have made the greatest proficiency in his general studies during the year.

In 1856, the above-named donor, by a deed of trust, authorized the Trustees of the said Fund, if to them it should be deemed expedient, to devote a portion of the income of the Fund invested in procuring a *silver medal*, to be awarded, from time to time, to such student as might become entitled thereto.

Present Trustees of the Fund.

JAMES M. McLEAN, Esq.

HORACE WEBSTER, LL. D.

SHEPARD KNAPP, Esq.

THE BURR MEDAL.

In 1850, Edwin Burr, Esq., created a similar trust for a gold medal, to be awarded annually, for ever, to the best mathematician in the highest class in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded on the same terms as the above.

Present Trustees of the Fund.

HORACE WEBSTER, LL. D.

WASHINGTON MURRAY, Esq.

ERASTUS C. BENEDICT, Esq.

THE CROMWELL MEDAL.

In 1850, Charles T. Cromwell, Esq., created a similar trust for a gold medal, to be awarded by the trustees annually, for ever, to the best scholar in History and Belles-Lettres in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms and conditions as the foregoing.

Present Trustees of the Fund.

HORACE WEBSTER, LL. D.

CHARLES EDWARD ANTHON, A. M.

ERASTUS C. BENEDICT, Esq.

THE WARD MEDALS.

In 1853, Augustus H. Ward, by a deed of trust to the Executive Committee and the Principal of the Free Academy, and their successors in office, established the Ward Medals, viz.: twenty Bronze Medals, to be awarded annually at the Commencement, one for each of the subjects mentioned, to the student who shall have made the greatest proficiency therein, provided he shall have regularly pursued such study for not less than two months of the Academic year then closing, a student gaining one medal not to be precluded from obtaining others at the same or subsequent examinations.

No.	Subject to be engraved on the Medal.	No.	Subject to be engraved on the Medal.
A.	Chemistry	K.	German.
B.	History, Natural,	L.	Oratory.
C.	Philosophy, "	M.	Composition.
D.	Philosophy, Moral.	N.	Logic.
E.	Law.	O.	Geography, etc.
F.	English.	P.	History.
G.	Greek.	Q.	Drawing.
H.	Latin.	R.	Algebra and Geometry.
I.	French.	S.	Engineering.
J.	Spanish.	T.	Hygiene.

Present Trustees of the Ward Medals.

WASHINGTON MURRAY, Esq.

JAMES M. TUTHILL, Esq.

JAMES L. MILLER, Esq.

S. WEIR ROOSEVELT, Esq.

SAMUEL B. H. VANCE, Esq.

JOHN HAYES, Esq.

WILLIAM HITCHMAN, Esq.

HORACE WEBSTER, LL. D.

THE RIGGS MEDALS.

In July, 1864, Elisha Riggs, Esq., by a donation of \$1,000 in United States securities, established a Fund to be administered by Trustees, the annual income of which shall be forever devoted to the providing of a gold medal, to be annually awarded in July to the author of the best English Prose Composition in the Senior Class of the Academic year then terminating; and of a similar gold medal to be so awarded to the author of the best English Prose Composition in the Junior Class of the same year; any surplus of income to be applied by the Trustees to further, in any way they may think best, the design of the donor to stimulate the cultivation of English Composition in the New York Free Academy.

Present Trustees for the Riggs Medals.

HORACE WEBSTER, LL. D.

CHARLES EDWARD ANTHON, A. M.

REV. JOHN GRAEFF BARTON, A.M.

PRIZE FOR DECLAMATION.

PROSE.

In 1852, Erastus C. Benedict, Esq., then President of the Board of Education, offered a prize for excellence in *Public Speaking*, to be called the "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION." The speakers contending for this prize are chosen by ballot from the three higher classes, two from each class by their class-mates, and the six so chosen are the only competitors for the prize. They speak selected pieces, and the speaking forms a part of the preliminary proceedings of Commencement; the prize is awarded by a committee of gentlemen having no relation to the Academy, selected by the donor. The award is announced on Commencement day.

The successive Presidents of the Board have offered prizes in accordance with the foregoing conditions.

POETRY.

In 1855, a gentleman of this city, being desirous of promoting the interests of the Free Academy, and of advancing the cause of learning, offered a "Prize to the best Declaimer of a selected Poem," the competitors to be selected, one from each of the three higher classes, by the students of said classes, respectively; the exercises to form a part of the Commencement, and to take place at the same time as the speaking for the "Prize of the President of the Board of Education," and the award to be made by the committee designated to confer the prize in prose speaking, and at the same time and place.

PRIZE FOR TRANSLATION FROM THE FRENCH.

In 1857, a gentleman offered an annual prize for the best translation from French into English. The translators contending for the prize are elected by ballot from and by the students in the three higher classes who have studied French in the Free Academy, two from each class, and the six so chosen are the only competitors for the prize. The translation is made after the summer examination, on a day appointed by the Principal, and within a given time not exceeding three hours. The passage is selected by the Professor of French in the Free Academy; and the merit of the translation is judged by its excellence both in interpreting the foreign text, and in the use of good idiomatic English; the former point being decided by the Professor of French, the latter by the Professor of English. These two Professors form the Committee of Award, together with the Principal, to whom they report according to a scale of merit previously agreed upon, and from an addition of such reports the name of the successful competitor is ascertained. Each translation has appended an assumed name or motto; and a sealed letter bearing the name or motto, and containing the true name of the translator, is left with the Principal.

PRIZE SPEAKING.

Agreeably to the institution of the before-mentioned "Prizes for Declamation," there is held on the Friday preceding Commencement, at a place provided by the Executive Committee, a public exhibition and trial of the skill of the students of the Free Academy in declamation.

NEW YORK MEDICAL COLLEGE.

The Trustees of the "New York Medical College" gratuitously admit to its course of instruction a number of young men of good moral character, not exceeding five at any one time, who shall have distinguished themselves for good scholarship in the Free Academy of the City of New York, upon written evidence of such qualifications being furnished to such Trustees by the Faculty of the Free Academy.

AWARD OF MEDALS AND PRIZES.

AT COMMENCEMENT, JULY, 1865.

The annual award of Medals and Prizes at the Commencement of the Free Academy, July 19th, 1865, was made upon the terms and conditions heretofore mentioned, and was as follows, viz.:

The Pell Medal.

First Prize, Gold Medal.

TO HENRY PEARL TALMADGE, of the Sophomore Class.

The Burr Medal.

1865.

First Prize, Gold Medal.

TO BENJAMIN GRIFFEN, of the Senior Class.

1864.

First Prize, Gold Medal.

TO DAVID LEVENTRITT, of the Senior Class.

The Cromwell Medal.

First Prize, Gold Medal.

TO HENRY PEARL TALMADGE, of the Sophomore Class.

THE WARD MEDALS.

<i>For Chemistry</i>	to William Stratford, of the Senior Class.
" <i>Natural History</i> . . .	" Joseph Henry Guild, of the Introductory Class.
" <i>Natural Philosophy.</i>	" David Lowber Smith, of the Junior Class.
" <i>Moral Philosophy</i> . .	" John Sandford Hunt, of the Senior Class.
" <i>Law</i>	" Leonard Friedlander, of the Senior Class.
" <i>English</i>	" David Lowber Smith, of the Junior Class.
" <i>Greek</i>	" Benjamin Griffen, of the Senior Class.
" <i>Latin</i>	" John Sandford Hunt, of the Senior Class.
" <i>French</i>	" Edward Zina Penfield, of the Sophomore Class.
" <i>Spanish</i>	" Leonard Friedlander, of the Senior Class.
" <i>German</i>	" William Henry Heisser, of the Senior Class.
" <i>Oratory</i>	" William Henry Lane, of the Senior Class.
" <i>Composition</i>	" William Henry Lane of the Senior Class.
" <i>Logic</i>	" David Lowber Smith, of the Junior Class.
" <i>Astronomy</i>	" Hugh Lee, of the Junior Class.
" <i>History</i>	" Henry Pearl Talmadge, of the Sophomore Class.
" <i>Drawing</i>	" Joseph Herbert Stuart, of the Sophomore Class.
" <i>Algebra and Geom-</i> <i>etry.</i>	" James Thomas Pettus, of the Introductory Class.
" <i>Engineering</i>	" William Maitland Murray, of the Senior Class.
" <i>Hygiene</i>	" Richard Rogers Bowker, of the Sophomore Class.

In addition to the students above-named, the following received Certificates, stating that, in the respective departments in which said Certificates were given, the recipients were equal in merit with the ones who received the medals :

IN CHEMISTRY.—Leonard Friedlander and John Sandford Hunt, of the Senior Class.

IN MORAL PHILOSOPHY.—John Augustus Knapp, of the Senior Class.

IN GREEK.—William Henry Lane, of the Senior Class.

IN LATIN.—Peter Zachius Easton, Leonard Friedlander, William Henry Heisser, John Augustus Knapp, William Henry Lane, and William H. J. Sieberg, of the Senior Class.

IN COMPOSITION.—John Sandford Hunt and John Augustus Knapp,
of the Senior Class.

THE BIGGS MEDALS.

SENIOR CLASS.

SUBJECT.—“The Study of Language, a most efficacious discipline for thorough mental development.”

William Henry Lane.

JUNIOR CLASS.

SUBJECT.—“What are the essential characteristics of originality to be aimed at in American Literature?”

Charles Lemon Hall.

PRIZES FOR DECLAMATION—1865.

PROSE.

The Annual "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION," for excellence in *Public Speaking*, was awarded by the Committee on Prize Speaking, and upon the terms and conditions heretofore set forth :

To JAMES COLLINS HALLOCK, Jr., of the Junior Class, a copy of "Hallam's Prose Works."

POETRY.

The Annual "PRIZE TO THE BEST DECLAIMER OF A SELECTED POEM," was awarded by the Committee on Prize Speaking, and upon the conditions heretofore mentioned :

To WILLIAM HENRY LANE, of the Senior Class, a copy of "Milton's Poetical Works."

PRIZE FOR TRANSLATION FROM THE FRENCH.

The Annual "PRIZE FOR THE BEST TRANSLATION FROM THE FRENCH INTO ENGLISH," offered by a gentleman of this city, was awarded

To READ GORDON, Jr., of the Junior Class, a copy of "La Fontaine's Fables."

Prizes were also awarded to JOSEPH JAMES CASEY, of the Junior Class, for "BEST NOTES IN PHYSICS," and

To JOSEPH HENRY GUILD, of the Introductory Class, for "BEST NOTES IN PHYSICS AND CHEMISTRY."

DEGREES CONFERRED—JULY, 1865.

GRADUATING CLASS.

Bachelors of Arts.

Robert Donaldson Bronson,	George Krieg,
John Player Crosby, Jr.,	William Henry Lane,
William Drach,	William Maitland Murray,
Peter Zachius Easton,	John Benjamin Penfield,
Leonard Friedlander,	Francis Asbury Sampson,
Daniel Trimble Gilman,	Rudolph William Schack,
Benjamin Griffen,	William Henry J. Sieberg,
William Henry Heisser,	John Henry Stitt,
Urban Gillespie Hitchcock,	William Stratford,
John Sandford Hunt,	Charles Edward Tracy,
John Augustus Knapp,	William Henry Van Arsdale.

Bachelors of Science.

Edward Sears Clinch,	Jandine Lyng,
Leonard Friedlander,	William Moore,
Albert Terry Greene,	Charles Henry Smith, Jr.
	Thomas Stratford.

ALUMNI.

Masters of Arts.

Wilson J. Berryman,	Edward McCutcheon,
Edward Hoffmire Boyer,	Otto Emile Michaelis,
John Lovett Brower,	George Gordon Needham,
Eldred Absalom Carley,	William Henry Muschafer,
Elihu Dwight,	Charles Roberts, Jr.,
Harlow Mather Hoyt,	Adolph Lewis Sanger,
Edward Kelly,	Dennis Francis Sullivan,
Arthur Malachi Lee,	Caleb Theophilus Ward,
Joseph Simeon Wood.	

Masters of Sciences.

Evander Childs, Jr.,	Joseph Koch,
William Cargill Kimball,	William Edwius Slocum,
Sidney Harrison Stuart, Jr.	

JUNIOR EXHIBITORS—FEBRUARY, 1865.

Charles H. Brinkerhoff,	Randolph McAdam,
Henry S. Carr,	D. Lowber Smith,
Read Gordon, Jr.,	Wm. B. Treadwell,
William C. Hess,	Ernest Werner,
Charles M. Hibbard,	James A. Wotton, Jr.

EXAMINATION FOR ADVANCEMENT.

February, 1865.

The examination of students, first Academic term (from February 6th to 13th inclusive) was conducted in accordance with the rules of the Board of Education, and to which reference has been made at the end of the first term, the numbers in the respective classes were as follows :

The Senior Class consisted of 28 students

The Junior Class consisted of 34 students.

The Sophomore Class consisted of 60 students.

The Freshman Class consisted of 124 students.

The Introductory Class consisted of 297 students.

July, 1865.

The examination of students for advancement, second Academic term (from July 3d to July 10th, inclusive), was conducted in the same manner as the previous examination, and the following is the result, viz. :

The Senior Class consisted of 27 students, of whom all were graduated.

The Junior Class consisted of 27 students, of whom all were advanced.

The Sophomore Class consisted of 50 students, of whom 47 were advanced, and 3 were not advanced.

The Freshman Class consisted of 99 students, of whom 79 were advanced, and 20 were not advanced.

The Introductory Class consisted of 223 students, of whom 143 were advanced, and 80 were not advanced.

EXAMINATION FOR ADMISSION.

July, 1865.

The examination for admission to the Free Academy commenced July 3d, and ended July 10th, 1865.

Four hundred and thirty candidates were presented for examination from the Grammar Schools of this city, of whom

There were admitted.....	390
And there were rejected	40
<hr/>	
Total.	430

Of those admitted at said examination, one hundred and fifty-four (154) chose the study of the Ancient Languages, and two hundred and thirty-six (236) chose the study of the Modern Languages.

SCHEDULE I. shows the number of students admitted and rejected from each school, in each year, from the organization of the Academy, in 1849, to date.

SCHEDULE II. shows the number of students examined, admitted, and rejected; the number of those who chose the Ancient and Modern Languages; the average age of the students, and the average time spent in the Public Schools, for each term.

SCHEDULE III. is a list of the names of the students admitted to the Introductory Class, July, 1865; their respective ages; their time in Public Schools; also, the names of their parents or guardians, together with their occupations and residences.

SCHEDULE I.

Showing the Number of Candidates admitted and rejected from each School, from February, 1849, to July, 1865, inclusive, as the Schools are now Numbered and designated.

School No.	1849.		1850.		1851.		1852.		1853.		1854.		1855.		1856.		1857.		1858.		1859.		1860.		1861.		1862.		1863.		1864.		1865.		Total.	
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.
1	1	1	6	3	3	1	5	0	0	0	0	0	7	1	7	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	31	9
2	4	11	3	5	1	5	2	6	2	0	0	0	14	3	1	3	4	1	20	1	9	9	1	1	5	0	0	0	0	0	0	0	0	0	85	44
3	6	9	2	0	3	4	2	8	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	28	25
4	2	1	1	0	2	1	0	0	0	0	0	0	4	1	1	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6
5	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7	13	8	4	0	3	5	15	12	9	0	0	0	8	1	8	1	3	1	1	1	5	6	1	0	9	0	0	0	0	0	0	0	0	0	90	32
8	13	16	8	16	13	11	1	4	1	1	2	0	2	0	2	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	52	
9	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10	2	3	0	1	0	0	0	0	0	0	0	0	1	5	0	4	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14	9	4	9	5	1	1	6	3	2	1	3	0	1	0	0	0	0	0	1	1	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18	2	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19	21	17	3	7	15	6	10	4	7	0	4	2	4	8	11	2	1	3	2	6	4	8	3	14	1	0	0	0	0	0	0	0	0	0	0	0
20	24	12	17	7	19	13	6	9	2	0	5	6	7	0	15	1	3	0	2	0	10	7	6	2	0	0	0	0	0	0	0	0	0	0	0	0
21	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
22	2	5	1	1	2	2	0	3	4	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
24	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
26	4	0	4	4	2	1	1	2	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
28	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

1849.		1850.		1851.		1852.		1853.		1854.		1855.		1856.		1857.		1858.		1859.		1860.		1861.		1862.		1863.		1864.		1865.		Total.			
A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.		A. E. R.					
29	6	7	11	10	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	63	29	
30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	16	
31	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	66	8	
32	1	2	0	0	0	4	7	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	18	
33	1	0	0	0	0	5	7	3	1	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	56	22
34	29	29	12	72	15	73	51	78	47	1	5	63	16	86	13	44	8	55	3	44	2	43	4	48	1	88	15	42	17	107	16	133	13	1089	271	7	
35	4	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	53	40	
36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	18	
37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	53	18	
38	2	4	5	15	10	13	6	2	2	0	0	3	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	53	40	
39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46	14	
40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46	14	
41	4	2	3	8	1	2	2	2	2	0	0	3	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	63	
42	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
43	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
44	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
45	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
46	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
47	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
48	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
49	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
50	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
51	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
52	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
53	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	63
201	207	133	112	235	118	261	195	160	4	174	13	323	42	380	58	238	87	53	328	61	273	49	844	19	419	113	366	63	551	90	396	40	4920	1150			

RECAPITULATION.

Dates.	Admitted.	Rejected.	Total.
1849.....	201	207	408
1850.....	188	112	245
1851.....	285	118	353
1852.....	261	195	456
1853.....	160	4	164
1854.....	174	13	187
1855.....	323	42	365
1856.....	380	58	438
1857.....	238	37	275
1858.....	355	33	388
1859.....	328	51	379
1860.....	272	49	321
1861.....	344	19	363
1862.....	419	118	582
1863.....	356	88	444
1864.....	351	80	431
1865.....	396	40	436
Total.....	4,926	1,259	6,185

SCHEDULE II.

Showing the Number of Applicants for Admission to the Free Academy who were examined, rejected, and admitted; the Number of Students who chose the Ancient and the Modern Languages; and also the Average Age of the Students admitted, and the Average Time spent in the Ward Schools, for each Term.

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.	Chose Modern Languages.	Average Age.			Average Time of Attendance in Public Schools.		
						Y.	M.	D.	Y.	M.	D.
1849.....	408	207	201	146	55	14	0	20	8	2	28
1850.....	245	112	188	97	36	14	0	9	2	10	2
1851.....	858	118	285	179	56	18	5	6	2	5	27
1852.....	456	196	261	176	85	18	10	23	2	3	24
1853.....	164	4	160	110	50	14	8	8	3	4	27
1854.....	187	18	174	124	50	18	7	12	3	2	25
1855.....	865	42	823	200	123	14	8	10	3	3	29
1856.....	438	58	890	200	180	14	4	23	3	6	4
1857.....	275	37	238	150	88	15	0	21	2	0	6
1858.....	888	38	855	191	164	14	7	9	3	2	5
1859.....	379	51	828	155	173	15	4	15	3	4	27
1860.....	821	49	272	189	183	15	1	8	2	11	29
1861.....	863	19	844	165	179	14	5	2	3	8	24
1862.....	582	113	419	193	226	15	3	25	3	2	5
1863.....	444	88	356	180	176	15	1	15	3	1	3
1864.....	431	80	351	170	181	15	2	13	3	5	1
1865.....	436	40	396	159	237	15	2	24	3	4	13
Total.....	6,185	1,259	4,926	2,784	2,192	14	6	25	3	1	16

SCHEDULE III.

Containing a List of the Names of Students admitted to the Introductory Class, July, 1865; their Respective Ages, the Time in Public Schools, the Names and Occupations of their Parents or Guardians, with their Residences.

PUPILS.				PARENTS AND GUARDIANS.						
Number.	Examination Number.	NAMES.	Age.		School No.	Time in Gramm. Schools.	NAMES.	OCCUPATIONS.	RESIDENCES.	
			Y.	M.						
1	254	Abbe, Robert	14	5	40	8	0	George W. Abbe	Commission Broker	87 E. 20th street.
2	215	Ackerman, James Henry	14	7	41	4	9	Henry Ackerman	Policeman	129 Hammond street.
3	361	Ackerman, Peter David	15	8	35	2	6	David Ackerman	Cartman	697 Washington street.
4	217	Adams, James Randall	15	8	40	1	0	William H. Adams	Contractor	85 E. 28th street.
5	294	Allers, Ernest	15	0	35	6	8	Gerhard Allers	Grocer	31 Barrow street.
6	117	Ames, Richard Hopkins	16	0	40	1	0	Richard Hopkins	Cartman	259 E. 7th street.
7	206	Anger, John August	14	0	13	2	8	Ludwig F. Anger	Baker	120 Norfolk street.
8	76	Asiel, Benjamin	15	1	20	1	9	Nathan Asiel	Merchant	278 E. Broadway.
9	39	Bach, Robert Bach	14	2	40	4	0	John C. Bach	Distiller	58 St. Mark's place.
10	160	Baker, Charles Edward	14	2	14	2	0	Benjamin P. Baker	Merchant.	97 E. 34th street.
11	257	Baker, Clinton Gilbert	14	10	40	4	0	John Baker	Insurance Agent.	259 Fourth avenue.
12	290	Baker, George, Jr.	14	7	35	5	2	E. H. Baker	None	12 King street.
13	72	Balfour, Dayton	16	8	49	1	6	John Balfour	None	406 Third avenue.
14	100	Barber, John Edward	16	11	17	8	10	Edward P. Barber	Butcher.	Cor. 8th av. and 52d st.
15	233	Barnette, Gaspar Cisneros	15	8	40	2	0	Ellen H. Barnette	Matron	Randall's Island.
16	64	Battley, Edward	14	11	39	2	4	H. H. Wibirt	Merchant.	124th st. bet. 2d & 3d avs.
17	59	Bauscher, Edward Richards	14	6	34	4	1	H. Bauscher	Sash Maker	41 Montgomery.
18	264	Bauscher, William Henry	14	4	19	1	9	P. B. Bauscher	Broker	97 Avenue D.
19	402	Baxter, Augustus Clark	14	1	35	2	4	George L. Baxter	Carpenter.	134 Laureus street.

49	87	Butler, Francis Ambrose...	16	10	9	4	4	W. N. Butler	Manufacturer	B' way bet. 70&80th sts.
50	81	Butts, Charles Morford...	14	8	49	4	6	Amanda Butts	None	533 Third avenue.
51	200	Byrne, John...	27	5	17	2	2	Hugh Byrne	Letter Carrier	110 W. 57th street.
52	203	Byrne, Joseph Michael...	15	7	17	3	6	Thomas Byrne	Farmer	310 W. 57th street.
53	811	Cardozo, Michael Hart...	14	8	35	3	0	Abraham H. Cardozo	Merchant	142 W. 39th street.
54	129	Carey, Henry Westmore...	14	11	14	5	2	Thomas W. Carey	Shoe Dealer	148 E. 32d street.
55	124	Carpenter, Frank...	15	6	14	3	0	B. F. Carpenter	None	215 Lexington avenue.
56	240	Carpenter, Oscar Jefferson...	15	5	34	1	10	Richard F. Carpenter	Ship Smith	299 Henry street.
57	144	Carroll, James Joseph...	14	3	14	4	1	Dennis Carroll	Laborer	196 E. 28th street.
58	274	Chester, Wm. Fernando...	14	6	35	1	5	E. M. Vanderbilt	Telegraph Instrument	13 Morris place, 42 d st
59	279	Christie, William Carroll...	14	8	35	5	9	Wm. H. Christie	Oyster Dealer	26 Bank street.
60	380	Church, Edwin Augustus...	16	4	35	1	4	Francis Church	Merchant	37 E. 11th street.
61	393	Clark, Nathan...	14	6	35	3	0	George Clay	Tinsmith	280 E. 13th street.
62	408	Clay, George Everson...	14	7	35	7	0	George Clay	Dentist	56 Clinton place.
63	344	Clements, Henry Ward...	14	10	35	5	0	James H. G. Clements	Physician	19 Amity street.
64	204	Clements, Samuel Wm...	15	5	17	4	0	Caroline J. Clements	None	685 Eighth avenue.
65	374	Cohen, Richard...	15	9	35	1	0	George Cohen	None	168 W. 39th street.
66	179	Cole, Charles Henry...	14	8	12	5	1	William C. Cole	Ship Joiner	8 Mangin street.
67	292	Coleman, Asber Morland...	14	0	35	3	8	Isaac Coleman	None	7 Greenwich avenue.
68	139	Coleman, Warren Bleeker...	14	11	14	1	10	Morgan L. Harris	Assessor	139 Waverly place.
69	60	Colwell, James Gilbert...	15	7	40	1	0	James W. Colwell	Lumber	126th st bet 3d & 4th avs.
70	174	Comstock, Fitz Greene...	16	5	18	2	2	Gilbert B. Comstock	Trader	751 Third avenue.
71	807	Couklyn, George Nelson...	14	4	35	5	9	Philip F. Couklyn	Merchant Tailor	498 Hudson street.
72	22	Couture, Anthony Peter...	14	10	44	2	2	A. F. Couture	Clerk	34 Beach street.
73	867	Curtis, Joseph Osborn...	16	8	35	2	0	Wm. V. Curtis	Auctioneer	84th st., near E. River.
74	843	Cromwell, Henry Maurice...	14	10	35	1	8	Henry Cromwell	Hardware	128th st. b. 3d & 4th avs.
75	33	Crowell, John Beverly...	14	1	44	4	9	Chas. C. Crowell	Drygoods	63 Hammond street.
76	123	Culbert, Robert Beatry...	15	4	14	4	8	Jno. W. Culbert	Merchant	50th st. & 1st avenue.
77	194	Daly, Daniel...	14	5	53	4	1	Timothy Daly	Livery Stable	92 E. 71st street.
78	275	Davis, Ansley George...	14	4	35	4	0	Geo. A. Davis	Merchant	35 W. 39th street.
79	57	Dayton, Oscar Everett...	14	10	17	4	4	Jno. H. Dayton	Carver	328 W. 36th street.
80	216	Dederick, Edw'd Henshaw...	15	0	55	3	0	Z. Dederick	Assayer	250 W. 20th street.
81	826	Denman, George Parsons...	14	6	35	1	0	J. S. Denman	Manufacturer	177 W. 21st street.
82	191	Derr, John...	15	1	44	2	0	George Derr	Mason	44 Thompson street.
83	372	Despard, Henry...	15	1	35	2	0	C. J. Despard	Marine Instruments	70 W. 31st street.
84	392	Deuel, Ashbel...	14	0	35	3	8	Isaac Deuel	None	7 Greenwich avenue.
85	280	Devery, Edwin...	16	2	35	1	5	Edwin Devery	Builder	297 W. 19th street.
86	158	Dey, Maudius Vandenberg...	14	8	37	4	0	Thomas E. Dey	Post Office	88th st., near 1st av.
87	416	Donald, James Hamilton...	17	2	35	3	10	A. exander Clinton		47 E. 16th street.

PUPILS.				PARENTS AND GUARDIANS.				
Number.	Examination Number.	NAMES.	Age.	School No.	Time in Gramm. Schools.	NAMES.	OCCUPATIONS.	RESIDENCES.
			Y. M.		Y. M.			
88	5	Donlin, Philip Eugene.....	15 11	3	6 4	Michael Donlin.....	School Furniture.....	263 W. Houston st.
89	389	Doremus, Charles Avery.....	14 10	35	1 0	Rob't O-sden Doremus.....	Prof. of Chemistry.....	70 Union place.
90	70	Doremus, David.....	14 4	49	3 7	D. M. Doremus.....	Milk Dairy.....	501 Third avenue.
91	349	Dow, Augustus Francisco, Jr.....	14 0	35	2 0	Augustus F. Dow.....	Merchant Broker.....	25 Bank street.
92	9	Doyle, Thomas Andrew.....	15 3	24	2 8	Peter Doyle.....	Stoves.....	215 Hester street.
93	321	Dyer, Harry Merritt.....	14 5	35	2 2	H. B. Dyer.....	Merchant.....	34 W. 12th street.
94	36	Dykes, Francis, Jr.....	15 8	44	3 6	Francis Dykes.....	Grocer.....	385 Hudson street.
95	87	Earle, Richard Joynt.....	16 5	11	10 5	Jno. Earle.....	Gas Engineer.....	172 W. 38th street.
96	1	Eccles, Andrew John.....	14 3	3	6 6	Adam Eccles.....	Hat Presser.....	546 Hudson street.
97	126	Ecclesine, Joseph Brodie.....	15 3	14	5 0	J. B. Ecclesine.....	Editor and Publisher.....	66 E. 15th street.
98	386	Eddy, Charles.....	15 7	35	1 0	Mrs. M. J. Eddy.....	None.....	177 W. 21st street.
99	165	Edwards, George Anthony.....	14 11	37	5 0	R. Edwards.....	Private Watch.....	83d st., near 9d avenue
100	55	Elder, Robert Duncan.....	14 7	49	6 0	Jessie Elder.....	Drygoods.....	703 Third avenue.
101	383	Ennever, Thos. Charlock.....	13 9	40	1 0	Rob't Ennever.....	Plumber.....	180 Third avenue.
102	119	Ennis, William Henry.....	14 8	14	1 0	Nath. Bucklee.....	Dining Saloon.....	4 Guilford pl. E. 45th st.
103	189	Faist, Henry.....	14 1	44	5 2	John Faist.....	Carriage Maker.....	80 Thompson street.
104	409	Farley, Philip Henry.....	15 11	35	8 5	Philip Farley.....	Police.....	43 Marion street.
105	90	Farrell, Joseph.....	14 7	82	7 7	Elizabeth Farrell.....	None.....	821 W. 49th street.
106	417	Feldheim, Simon.....	14 10	35	2 0	Julius Feldheim.....	Real Estate.....	76 First avenue.
107	108	Ferris, Frederick.....	16 2	40	2 0	Garwood Ferris.....	Drain Pipe Manufacturer.....	6 Second street.
108	293	Fielitz, Richard Hugh.....	14 1	35	1 0	Chas. H. Fielitz.....	Upholsterer.....	366 Sixth avenue.
109	188	Finck, Henry Diederich.....	15 2	44	8 2	Otto Finck.....	Liquor Store.....	187 William street.
110	218	Finn, Thomas.....	15 0	25	5 9	Cornelius Finn.....	Salesman.....	55 Beach street.
111	387	Floyd, Robert Mitchell.....	16 6	35	8 4	Edwin Floyd.....	Merchant.....	396 W. 32d street.
112	14	Flynn, Jas. Wm Wash ton.....	14 2	40	8 0	Michael Flynn.....	Druggist.....	556 Second avenue.
113	75	Forbes, Theod. Montgomery.....	15 4	20	2 2	Abraham Forbes.....	Book-keeper.....	278 E. Broadway.
114	195	Ford, Thos. Jos. I. S.....	14 8	89	1 2	George Ford.....	Physician.....	Ward's Island.
115	896	Fox, David.....	14 6	85	8 2	Charles Fox.....	Capa.....	143 W. 18th street.
116	23	Frank, Julius Joseph.....	14 4	40	1 0	Joseph Frank.....	Wholesale Clothier.....	174 E. 17th street.

117	52	Fraser, James Hamilton.	14 7	49	8 4	Manufacturer.	335 E. 49th street.
118	192	Freeman, William Dean.	17 2	53	1 0	None	824 st. near 1st avenue.
119	163	French, Alvah Henry.	15 6	87	5 0	None	2 E. 92d street.
120	56	Friend, Myer.	15 0	28	5 8	None	Cor. 9th av. & 60th st.
121	845	Furey, Joseph George.	14 0	85	4 4	Tailor.	173 First avenue.
122	317	Gibbons, John Thomas.	14 11	85	5 7	Tobaccoist.	267 E. 9th street.
123	95	Gilbert, Charles Allen.	14 7	82	4 10	None	337 W. 35th street.
124	422	Gilbooly, William Erwin.	14 6	86	1 4	None	411 W. 21st street.
125	225	Gilmour, Thomas Russ.	15 0	29	5 2	Umbrellas and Parasols.	228 Greenwich street.
126	276	Glassford, James Neiley.	14 4	95	1 0	Fancy Goods.	118 W. 22d street.
127	112	Goddard, Charles Levi.	16 0	40	3 0	Manufacturer.	308 E. 30th street.
128	99	Goffe, Charles Campbell.	14 11	32	1 8	Agent.	355 W. 34th street.
129	262	Goggin, John William.	15 8	40	2 0	Police.	185 E. 23d street.
130	833	Goodwin, Frank Hatfield.	14 2	85	1 8	Merchant.	247 E. 13th street.
131	149	Gordon, John.	15 7	14	1 0	Merchant.	69 W. 31st street.
132	96	Graham, Geo. Washington.	16 2	32	5 2	Manufacturer.	27 Boorman place.
133	245	Griesel, John Henry.	14 8	4	5 2	Tailor.	137 Pitt street.
134	324	Hedley, William James.	14 5	25	1 6	Fish Dealer.	40 Renwick street.
135	148	Hafner, Henry.	16 10	14	2 0	Liquor Store.	443 Third avenue.
136	162	Haight, Harry.	14 11	87	4 0	Clothier.	31st st. bet. 3d & 4th av.
137	159	Haines, Geo. Washington.	14 6	87	3 0	Gas and Plumbing.	1317 Third avenue.
138	869	Hall, Robert Foote.	16 8	85	8 11	Broker.	459 W. 22d street.
139	259	Hall, Washington Craig.	16 1	40	3 0	Bauker.	131 E. 34th street.
140	164	Hallett, George Henry.	14 6	87	5 0	Hack Inspector.	824 street, near 2d ave.
141	181	Hallett, Sylvanus.	14 11	12	5 8	House Carpenter.	11 Goerck street.
142	285	Hampton, William Henry.	15 11	85	1 11	None	60 W. 12th street.
143	247	Hardy, Thomas Francis.	14 6	40	5 0	Machinist.	268 W. 28th street.
144	827	Harris, Israel.	15 9	35	1 4	Merchant.	304 W. 26th street.
145	330	Harrison, Amicus A. M.	14 7	85	8 8	Ship Carpenter.	140 Lewis street.
146	7	Hartshorn, William Avery.	14 6	51	8 11	Engineer.	292 W. 43d street.
147	154	Hatch, Isaac.	15 8	14	6 0	Pharmaceutica.	144 E. 25th street.
148	427	Hawkins, William Alburo.	14 4	35	6 8	Tool Maker.	332 E. 4th street.
149	260	Haws, Robert Tiet.	14 0	40	4 0	Sec. Commonwealth Ins Co	106 E. 39th street.
150	859	Heigeman, Peter Augustus.	15 11	85	2 6	Merchant.	388 Washington square.
151	99	Heineman, Henry Newton.	14 1	40	1 0	Merchant.	245 E. 32d street.
152	302	Hendrickson, Fornan.	14 2	35	8 7	Clothier.	96 Clinton place.
153	401	Henry, Jedediah Barber.	15 0	35	2 8	Cigar Maker.	19 N. Moore street.
154	211	Herman, Gustave.	14 0	13	2 8	Commission Merchant.	336 E. Houston street.
155	394	Herts, Abram Charles.	14 1	35	5 0		132 W. 14th street.

PUPILS.				PARENTS AND GUARDIANS.						
Number.	Examination Number.	NAMES.	Age.		School No.	Time in Gramm. Schools.		NAMES.	OCCUPATIONS.	RESIDENCES.
			Y.	M.		Y.	M.			
156	88	Hillier, Edward Curtis.	15	10	10	5	9	George Hillier.	Clerk.	691 Second avenue.
157	122	Hine, Charles Frederick.	16	9	14	1	0	Chas. S. Hine.	Manufacturer.	30 E. 20th street.
158	352	Hoffmann, Ferdinand Geo.	15	1	48	1	0	Jacob Hoffmann.	Cigar Manufacturers.	119 W. 41st street.
159	69	Hoffmann, Christian Adam	15	1	13	4	7	Jacob Hoffmann.	Tailor.	156 Sixth street.
160	156	Hogarty, John Michael.	14	1	18	6	2	Wm. D. Hogarty.	Clerk.	822 Eighth avenue.
161	375	Holler, Edward Bryant.	15	11	35	2	0	Chas. J. Holder.	Piano Fortes.	13 Varick place.
162	4	Holder, James Clements.	17	11	10	2	1	Jas. P. Holder.	Piano Fortes.	13 Varick place.
163	268	Holmes, William Henry.	14	10	19	6	1	Wm. Holmes.	Photographer.	387 Bowery.
164	186	Hopper, Isaac Abram.	14	4	48	6	8	Abraham J. Hopper.	Builder.	Cor. 8th ave. & 152d st.
165	104	Horey, Frank Andrew.	15	8	40	1	0	Francis Horey.	Machinist.	110 Fourth avenue.
166	270	Horn, Paul Ernest.	14	8	19	8	2	Eustach Horn.	Tailor.	215 Avenue B.
167	11	Horwitz, Otto.	14	7	40	1	0	Meyer Horwitz.	Artist.	218 E. 53d street.
168	315	Hoxie, James.	14	0	35	1	8	James Wilcox.	Manufacturer.	184 E. 12th street.
169	208	Huntley, Frederick H. Jr.	15	2	41	1	0	Fred. H. Huntley.	Harness Maker.	13 Seventh avenue.
170	86	Huxley, Thomas Charles.	14	4	11	8	9	W. Huxley.	Steward.	221 W. 20th street.
171	360	Hyde, Russell Dart.	14	4	85	1	1	J. L. Hyde.	Importer.	16 E. 13th street.
172	385	Isaacs, Gilbert Lawrence.	17	0	85	1	0	David V. Isaacs.	Machinery.	26 Cedar street.
173	331	Jackson, Sam'l Macauley.	14	8	85	1	11	George T. Jackson.	Merchant.	92 E. 26th street.
174	221	Jacobs, Jacob.	14	4	23	4	8	Marcus Jacobs.	Jewelry.	459 Pearl street.
175	27	Jakobi, Manuel Washington	14	0	40	1	0	A. Jakobi.	Merchant.	189 E. 45th street.
176	425	James, Thomas.	16	10	35	1	0	Thos D. James.	Lawyer.	248 W. 31st street.
177	199	Japha, Solomon Ephraim	15	0	42	2	6	Ephraim Japha.	Merchant.	96 E. Broadway.
178	189	Jennings, Arthur Bates.	16	5	17	2	2	Susan F. Jennings.	None.	1839 Broadway.
179	170	Joy, Jesse Cleveland.	15	7	18	2	2	Henry B. Joy.	Agent.	Lexington n. av. n r 58d st.
180	249	Joyce, Thomas Urquhart.	17	10	40	1	0	Thomas Joyce.	Merchant.	390 Broome street.
181	248	Kahn, Adolph.	14	4	40	1	0	K. S. Kahn.	None.	277 E. 9th street.
182	143	Kahn, Louis.	14	10	14	2	0	B. Kahn.	Optician.	285 E. 52d street.
183	231	Kanas, Robert Oscar.	15	1	40	2	0	August Kanas.	Tailor.	810 E. 10th street.
184	389	Karr, De Witt.	14	6	85	4	0	Jas. B. Karr.	Accountant.	35 Seventh street.

185	Kelly, William Henry.....	14 5	85	8 4	Bartholomew Kelly.....	Grainer and Marbler.....	617 Fifth street.
186	Kelly, Francis Joseph.....	16 8	14	8 0	O. H. Kelly.....	Jeweler.....	Lafarge House.
187	Kelly, William Francis.....	16 2	48	1 10	Thomas Kelly.....	Flour and Feed.....	48 W. 18th street.
188	Kelsey, Charles Boyd.....	14 10	34	2 6	C. Kelsey.....	Minister.....	5 Willett street.
189	Kelsey, George Orthello.....	14 5	40	1 1	George Kelsey.....	Provision Dealer.....	229 E. 9th street.
190	Kennedy, Charles Stuart.....	14 3	35	9 2	Mrs. Peter Palmer.....	None.....	242 W. 12th street.
191	Kennedy, Henry Stuart.....	15 4	49	10 0	Wm. Kennedy.....	Cabinet.....	586 Third avenue.
192	Kennedy, James Benson.....	15 3	35	1 10	M. S. J. Kennedy.....	None.....	534 Greenwich street.
193	Kenny, Thos. Wesley B. J.....	15 5	35	8 6	T. R. Kenny.....	Dentist.....	538 Eighth street.
194	Keyes, Seth Crowell, Jr.....	15 2	35	5 0	Seth C. Keyes.....	Gentleman.....	76th st. & E. River
195	Keyser, John.....	15 3	40	1 0	Isaiah Keyser.....	Clerk.....	133 E. 50th street.
196	Keyser, Charles Augustus.....	14 1	35	1 0	Federick A. Kinch.....	Physician.....	209 1/2 Ninth street.
197	Kinch, David Walton.....	14 5	40	1 0	Isaac Kohn.....	U. S. A.....	295 E. 8th street.
198	Kohn, Henry Noah.....	15 2	40	2 0	Hezekiah Kohn.....	Retired.....	3 W. 29th street.
199	La Boyteaux, Anthony C.....	14 11	17	2 1	Joseph La Boyteaux.....	Clerk.....	604 Seventh avenue.
200	Lane, Robert, Jr.....	15 11	35	8 1	P. V. Lane.....	Merchant.....	233 W. 34th street.
201	La Roe, James Gilliam.....	14 11	34	4 5	Jas. O. La Roe.....	Blacksmith.....	41 Cannon street.
202	Larry, Charles.....	15 3	8	8 8	John Larry.....	Cornman.....	96 W. 10th street.
203	Lauterbach, Isaac.....	14 11	35	2 9	David Lauterbach.....	Hardware.....	36 W. 28th street.
204	Ledwith, James Joseph.....	15 5	19	4 10	Jas. Ledwith.....	Liquor Dealer.....	243 12th street.
205	Lee, John Armstrong.....	18 1	35	1 0	Mrs. Eliza Lee.....	None.....	44 Irving place.
206	Leonard, William James.....	15 11	42	1 10	A. H. Leonard.....	Fire Works.....	90 Barrow street.
207	Levy, Morris.....	14 4	42	4 0	Simon Levy.....	Merchant.....	113 E. Broadway.
208	Levy, Simeon.....	14 2	35	5 0	Mark Levy.....	Banker.....	319 W. 22d street.
209	Linebeck, Chas. Lafayette.....	15 4	32	4 10	Alexander A. Linebeck.....	Police.....	116 W. 41st street.
210	Livingston, Jacob.....	16 0	40	6 0	Simeon Livingston.....	Real Estate.....	214 E. 53d street.
211	Livingston, Mortimer.....	14 11	35	8 0	Jno. Livingston.....	Lawyer.....	120 W. 14th street.
212	Livingston, Moses Henry.....	14 6	35	3 0	H. M. Livingston.....	None.....	82 Greenwich avenue.
213	Livingston, Wm. Smith.....	14 1	35	4 6	Wm. S. Livingston.....	Merchant.....	51 Amity street.
214	Lloyd, David Demarest.....	14 1	35	5 5	Aaron Lloyd.....	Minister.....	27 W. Washington pl.
215	Lockwood, Rich d Bigelow.....	14 9	35	4 0	Geo. R. Lockwood.....	Bookseller.....	33 W. 31st street.
216	Longstreet, Theodore.....	17 5	35	8 9	Archibald C. Longstreet.....	Mason.....	139 W. 16th street.
217	Loring, Herbert Augustus.....	17 0	35	1 0	A. Parsons.....	Sup. Infirmary.....	301 E. 18th street.
218	Luyster, John Joseph.....	15 7	40	1 0	Jas. Luyster.....	Merchant.....	259 Seventh street.
219	Lyon, Samuel.....	15 6	35	2 4	Chas. Judice.....	Clerk.....	166 First avenue.
220	McAdam, Graham.....	16 11	32	8 8	Jas. G. McAdam.....	Lawyer.....	176 W. 40th street.
221	McBrien, Wm. Graham.....	14 2	40	5 0	Jno. McBrien.....	Insurance Agency.....	239 Fourth street.
222	McCahill, Lawrence.....	14 11	14	5 0	M. McCahill.....	Conductor.....	587 Second avenue.
223	McCarty, Richard Thos.....	14 8	14	4 8	Timothy McCarty.....	Laborer.....	184 E. 23th street

PUPILS.			PARENTS AND GUARDIANS.			
Number.	Examination Number.	NAMES.	Age.		School No.	Time in Gramm. Schools.
			Y. M.	Y. M.		
224	151	McCormick, Joseph Thos.	14	3	18	4
225	20	McClure, Frank Newell	15	6	42	0
226	202	McCrea, William Grant	14	7	17	2
227	354	McDougall, Sidney	14	9	48	5
228	107	McGaire, Philip Joseph	14	8	40	10
229	269	McIlroy, Patrick Joseph	14	5	19	4
230	18	McIntyre, John Robert	16	2	44	1
231	77	McKenna, Thos. Francis	16	2	44	8
232	832	McKibbin, William Thos.	14	8	35	6
233	214	McKinney, John	14	6	28	7
234	185	McMahon, Walter Henry	15	0	44	8
235	229	McMaster, John Bach	15	0	44	2
236	219	McNamara, Thomas	16	7	23	4
237	804	McNeill, William	16	3	35	5
238	423	Maloney, James	15	8	35	0
239	8	Manley, Jacob Charles	15	2	23	3
240	277	Manwaring, Wm. Myrick	14	8	23	4
241	50	Marsh, William Henry	15	11	84	9
242	420	Marston, Edwin Sprague	15	0	28	1
243	48	Marston, Stanhope W., Jr.	15	0	85	2
244	239	Martin, John	14	0	40	8
245	419	Mather Charles Roe	14	4	84	2
246	181	Mathews, William Oscar	16	2	35	2
247	155	Meeks, Frederick	16	6	14	2
248	411	Middleton, Geo. Clinton	17	4	14	0
249	98	Miles, Walter Vincent	14	8	85	2
250	863	Miley, John William	15	1	44	0
251	423	Miller, Abram John	17	2	85	2
252	79	Miller, Alfred Evelyn	18	8	36	1
253			14	2	42	6
			NAMES.		OCCUPATIONS.	RESIDENCES.
			Y. M.	Y. M.		
			14	3	None.	828 Eighth avenue.
			15	6	Boarding House.	45 Monroe street.
			14	7	Carpenter.	499 Eighth avenue.
			14	9	Cotton Yarn.	98 W. 29th street.
			14	8	Carmen	321 First avenue.
			14	5	Tailor	237 First avenue.
			16	2	None	3 Broadway.
			16	2	Carpenter	178 E. 35th street.
			14	8	Carmen	144 E. 5th street.
			14	6	Segar Maker	309 W. 42d street.
			15	0	Clerk	284 Pearl street.
			14	8	James McMahon	152 E. 14th street.
			16	7	Broker	2 Baxter street.
			15	8	Boot and Shoe Store	87 Prince street.
			15	2	Manufacturer	496 Pearl street.
			15	2	Undertaker	491 Hudson street.
			14	8	Manufacturer	128 W. 22d street.
			15	11	Merchant	162 W. 36th street.
			15	0	None	178 E. 19th street.
			15	0	Firearms	169 E. 21st street.
			14	0	Gun Maker	320 Madison street.
			14	4	Landlord	54 New York Hotel.
			14	4	None	130 Madison avenue.
			16	2	Builder	114 Leonard street.
			16	6	Cabinet Maker	181 W. 18th street.
			17	4	Contractor	694 Washington street.
			14	8	Boarding House	148 Eldridge street.
			15	1	Minister	
			17	2	Lawyer	
			18	8	Assessor	

258	24	Miller, Edwin	14	7	44	8	10	Diedrich Miller	Hotel	129 Elm street.
254	28	Miller, Henry, Jr.	15	6	44	2	3	Henry Miller	Oyster Dealer	55 Greenwich avenue.
255	306	Nills, Abbott Lawrence	14	0	48	4	4	Egbert Mills	House Carpenter	94 W. 39th street.
256	118	Montgomery, John Howard	14	8	14	4	0	Henry E. Montgomery	Clergyman	115 E. 30th street.
257	88	Moore, Charles Alonzo	14	2	42	7	2	Albert Moore	Shoe Manufacturer	146 Spring street.
258	114	Moore, John Sidman	14	10	32	2	11	S. E. Moore	None	144 W. 36th street.
259	176	Morand, George Henry	14	9	12	1	4	G. H. Morand	Photographer	134 Henry street.
260	169	Morgan, Daniel Webster	14	8	18	2	2	David Morgan	Real Estate Broker	139 E. 53d street.
261	271	Morris Edward	14	5	8	2	0	John Morris	Block and Pump Maker	796 Washington street.
262	328	Morris, John Hendricks	14	8	35	2	5	Candido A. Morris	Shoe Dealer	188 4th street.
263	244	Morse, William Henry	15	0	84	4	1	Daniel Morse	Fish Dealer	523 Grand street.
264	66	Morse, William Richmond	14	11	49	8	10	Hiram Morse	Commission Merchant	51st st., b. 8th & 9th ava.
265	355	Muller, William Franklin	14	7	48	8	10	Nicholas Muller	Bronze Castings	68 W. 49th street.
266	412	Mulligan, James Harry	16	2	35	2	11	Thomas Mulligan	Mason	232 W. 16th street.
267	379	Mulliken, George Charles	16	2	35	2	8	Maria H. Mulliken	None	1 Livingston place.
268	172	Murphy, Joseph Francis	16	0	18	5	5	Joseph Murphy	Gardener	Cor. 9th ave. & 61st st.
269	58	Nafis, Andrew Cornish	15	10	49	2	0	Alonham Nafis	Mechanic	152 E. 36th street.
270	185	Nedham, Thomas Stanley	15	0	14	2	0	N. Nedham	Pianos	53 E. 73d street.
271	410	Neergaard, John William	14	8	35	1	0	William Neergaard	Apothecary	172 E. 58th street.
272	12	Neustadt, Otto	14	2	40	8	0	J. Neustadt	Professor of Music	54 E. 28th street.
273	178	Neuman, Frank Richard	14	5	12	4	10	William Neuman	Physician	517 Grand street.
274	391	Newton, Robert Armstead	14	10	35	1	0	Nathan Newton	Builder	31 Avenue A.
275	362	Newton, William Kelly	15	5	35	4	0	Mrs. H. H. Newton	None	26 W. 21st street.
276	188	Nicholson, Alfred	15	9	14	1	6	Benjamin Gallbraith	Lawyer	12 W. 36th street.
277	87	Nusebaum, Solomon	17	0	42	4	11	C. Nusebaum	Drygoods	187 Livingston street.
278	178	O'Brien, John Dominick	15	5	18	9	0	John O'Brien	Plumber	65th st. b. 4th & 5th ava.
279	242	Oldenberg, Samuel	14	6	4	7	1	M. Oldenberg	Cutter	53 Columbia street.
280	113	Olmstead, John Henry	14	1	40	5	0	F. Olmstead	Provisions	90 W. 27th street.
281	8	Paris, Auguste	14	7	51	8	4	Peter Paris	Weaver	538 W. 44th street.
282	201	Parker, James Joseph	14	1	17	6	2	Morris Parker	Carman	386 W. 51st street.
283	84	Peddie, William	16	11	41	1	1	Thomas Peddie	Manufacturer	312 Bowery.
284	193	Pentz, John Cottor	17	1	53	8	0	E. C. Pentz	Cooper	70 E. 40th street.
285	388	Peterkin, John Alexander	15	7	35	8	0	John Peterkin	Stonescutter	84 Fourth street.
286	381	Phillips, Louis Chriskey	16	2	85	1	4	Joseph A. Phillips	Soldier	154 W. 33d street.
287	334	Pike, Warren Chapman	14	8	35	5	0	D. B. Pike	Storage	48 W. 9th street.
288	6	Porcher, John Augustus	14	8	8	1	0	William Porcher	Police	728 Greenwich street.
289	228	Prevost, Leon Armand	15	2	40	5	0	Prosper Prevost	Shoemaker	912 Broadway.
290	74	Price, Simon Henry	14	6	20	8	5	Samuel Price	Shirts	61 Ridge street.
291	399	Price, William Robert	15	9	35	6	8	William Price	Baker	409 E. Houston street.

PUPILS.				PARENTS AND GUARDIANS.			
Number.	Examination Number.	NAMES.	Age.		NAMES.	OCCUPATIONS.	RESIDENCES.
			V.	M.			
292	105	Quinn, Joseph Francis.....	14	5	Henry Quinn.....	Grocer.....	170 W. 30th street.
293	110	Radford, John Joseph.....	16	6	Mrs. Annie Radford.....	None.....	296 W. 83d street.
294	128	Redfield, James Harris.....	15	10	Mrs. J. Redfield.....	None.....	1504 E. 27th street.
295	287	Redlich, Nathan.....	14	5	Bertha Redlich.....	None.....	861 W. 82d street.
296	337	Reichard, Otto Charles F.....	14	8	Louis P. Reichard.....	Cook.....	280 E. 10th street.
297	183	Reilly, Patrick.....	15	0	Bernard Reilly.....	None.....	307 Madison street.
298	16	Reitmer, William.....	14	10	Peter Reitmer.....	Grocer.....	18 Leonard street.
299	13	Riecks, Henry.....	14	1	A. Riecks.....	Carver.....	142 Elm street.
300	61	Ritter, Isaac.....	14	1	Jacob Ritter.....	Cigars.....	443 Fifth street.
301	323	Rodgers, Henry Darden.....	15	1	A. R. Rodgers.....	Counsellor at Law.....	106 W. 42d street.
302	62	Rogers, Walter Chapman.....	14	10	A. H. Rogers.....	Ship Merchant.....	176 E. 60th street.
303	141	Romaine, Frank Hall.....	14	2	Marvin R. Romaine.....	Fruit Dealer.....	145 E. 80th street.
304	88	Ronnberg, William.....	14	11	W. Ronnberg.....	Musical Instruments.....	298 Broadway.
305	235	Rosenfeld Mortimer.....	14	4	L. Rosenfeld.....	Importer.....	128 Madison avenue.
306	142	Roshore, Abram Bailey.....	14	9	John Roshore.....	Music Printer.....	159 E. 27th street.
307	296	Rothschild, Jacob Henry.....	14	4	S. J. Rothschild.....	Merchant.....	831 E. 13th street.
308	819	Sales, John Richard.....	14	0	Richard Sales.....	Laborer.....	89 W. 11th street.
309	89	Sandford, Robert Forsyth.....	16	10	Mary Sandford.....	None.....	121 E. 37th street.
310	291	Saunders, Frederick Wm.....	14	8	Mrs. E. L. Saunders.....	None.....	216 E. 32d street.
311	80	Schultz, Justus.....	14	1	John Schmultz.....	Restaurant.....	154 Franklin street.
312	205	Schroder, Edw'd Francis.....	15	2	Mrs. B. Schroder.....	None.....	96th st. n. r. Bloo'dale rd.
313	78	Schwab, William, Jr.....	15	10	William Schwab.....	None.....	171 W. 53d street.
314	314	Searia, Albert Randolph.....	14	11	Hamilton R. Searls.....	Looking Glass.....	178 W. 11th street.
315	405	Seligman, Abbott L.....	14	1	Isaac Seligman.....	Importer.....	121 W. 18th street.
316	373	Shaurman, Geo. Augustus.....	15	10	Isaac Shaurman.....	Retired.....	116 E. 9th street.
317	133	Shearer, James.....	15	6	John Shearer.....	News Agent.....	147 E. 81st street.
318	400	Shugg, James Sanderson.....	17	7	Proctor R. Shugg.....	Wood Engraver.....	315 Sixth avenue.
319	404	Simmons, Egbert Wiltale.....	14	0	Simson Simmons.....	Merchant.....	28 E. 129th street.
320	260	Smidt, Allen Lee.....	14	4	John C. F. Smidt.....	Lawyer.....	40 W. 88th street.

821	876	Smith, Albert Goldthwait.	18	1	85	2	4	Alvert Smith	Merchant.	149 W. 38th street.
822	895	Smith, Boyce	14	1	85	2	0	T. H. Smith	Builder	448 W. 22d street.
823	284	Smith, Chas. Thompson	14	2	40	8	0	W. H. Smith	Merchant	10 W. 38th street.
824	162	Smith, Herbert Edgar	16	8	14	2	0	James O. Smith	Manufacturer	65 E. 40th street.
825	180	Smith, Sam'l Sterne, Jr.	16	5	14	1	4	Samuel S. Smith	Ship Joiner	11 Mangin street.
826	187	Sommers, Chas. Hayden	16	5	14	1	4	M. O. T. Sommers	Lawyer	112 Broadway.
827	98	Spencer, William Thos.	14	0	10	8	6	William Spencer	Cooper	210 Thompson street.
828	92	Springer, Chas. M.	14	11	55	8	0	Max Springer	Merchant	211 W. 25th street.
829	298	Springsteen, Wm. Henry	15	8	35	1	0	Leonard Springsteen	Fruits	51 Grove street.
830	269	Stansbury, James Wm.	14	4	16	6	0	David W. Stansbury	Hardware	253 W. 12th street.
831	251	Stein, Alex'r Ignatius	15	11	40	1	0	Ignatz Stein	White Goods Manufacturer	307 E. 10th street.
832	121	Stephenson, Stuart Aug.	14	8	14	4	0	John Stephenson	Car Manufacturer	47 E. 27th street.
833	357	Sterling, Joseph Henry	14	9	48	8	8	Joseph A. Sterling	Machinist	269 W. 36th street.
834	351	Stern, Benjamin	14	0	48	1	7	D. G. Stern	Drygoods	549 Eighth avenue.
835	106	Stevens, John Edward	15	1	40	5	0	James Stevens	Contractor	184 E. 16th street.
836	358	Stevenson, William John	14	7	82	5	2	J. Stevenson	Weaver	267 W. 28th street.
837	358	Stitt, Francis Phillips	14	10	48	5	10	George S. Stitt	Lawyer	60 W. 49th street.
838	15	St. John, Edw'd Trevelyan	16	8	42	8	9	Elias P. St. John	Printer	450 Third avenue.
839	78	Stoller, Louis	14	4	20	8	8	Felix Stoller	Merchant	132 Essex street.
840	415	Stoning, Wm. Armstrong	14	4	35	9	8	Armstrong Stoning	Coachman	155 W. 54th street.
841	298	Stout, Francis Albert	14	1	85	8	6	William H. Stout	Post Office	73 Amity street.
842	47	Strauss, William	14	5	28	2	4	Solomon Strauss	Drygoods	121 W. 38th street.
843	67	Sturges, James Henry	15	11	17	8	2	Edwin Sturges	Inspector U. S. Revenue	W. 42d st. 1 Morris pl.
844	40	Swan, John, Jr.	18	0	42	2	0	John Swan	Merchant	278 Front street.
845	226	Swan, Simon	14	4	40	8	0	S. Swan	Merchant	196 E. 18th street.
846	82	Syms, John Bernard	16	10	44	4	8	John G. Syms	Guns	272 Front street.
847	841	Tappay, Edmund Parrish	15	9	85	1	8	Leopold C. Tarpey	Paper Hanger	199 Sixth avenue.
848	424	Taylor, Samuel Roberts	15	5	35	3	0	William Taylor	Teacher	136 W. 42d street.
849	145	Thomas, Henry Alex'r	15	5	14	2	0	George H. Thomas	Gas and Plumbing	16 Morris pl. 42d st.
850	428	Thomas, Percival Llewellyn	15	7	10	4	9	J. R. Thomas	Prof. of Music	547 Broadway.
851	45	Thomson, Mason, Jr.	14	1	40	4	0	Mason Thomson	Pres. Irving Fire Ins. Co.	29 E. 21st street.
852	263	Thornton, Howard	16	7	40	1	0	William A. Thornton	Colonel U. S. A.	Governor's Island.
853	147	Tiemann, Benj. Field	15	1	14	4	0	Daniel F. Tiemann	Chemist	Manhattanville.
854	816	Tieghman, Robert Park	14	2	35	1	0	John H. Tieghman	Broker	3 E. 20th street.
855	65	Titus, Frank M.	15	2	39	6	2	Amos H. Titus	Builder	125th st. b. 2d & 3d avs.
856	68	Trotter, William Emory	15	8	89	4	10	Mrs Jonathan T. Trotter	None	129th st. b. 4th & 5th avs.
857	180	Troup, Charles Alexander	14	11	14	4	0	William S. Troup	Broker	7 Guilford pl. E. 45th st.
858	82	Tuk, William	14	6	42	2	0	Lander Turk	Clothier	189 E. Broadway.
859	186	Turner, Chas. Wesley	15	2	14	1	10	William L. Turner	Carriage Maker	47 E. 27th street.

889	120	Zebley, John Faulk.....	14	9	14	4	0	J. L. Zebley.....	Paper Merchant.....	5 Gullford pl., E. 45th st.
890	286	Zipp, Jacob Frederick.....	14	6	19	7	9	C. Zipp.....	Carriage Maker.....	104 Seventh street.

THE FOLLOWING STUDENTS WERE ADMITTED TO THE INTRODUCTORY CLASS AT THE FEBRUARY EXAMINATION:

1	1	Chalmers, Wm. Inverarity.....	14	5	85	2	9	William Chalmers.....	Cabinet Maker.....	424 W. 16th street.
2	2	Cladin, John.....	14	5	35	1	0	Horace B. Cladin.....	Merchant.....	140 Church street.
3	3	Dougherty, John Hampden.....	15	2	40	1	0	Charles H. Dougherty.....	Lawyer.....	215 Henry street.
4	4	Fowler, George Bingham.....	17	4	85	1	5	Edmund Fowler.....	Physician.....	70 W. 38th street.
5	5	Klein, Hermann Otto A.....	15	9	37	4	5	Saladin Klein.....	Carpenter.....	87th st., near 4th ave.
6	6	Lyon, Addison Jesse.....	15	5	19	1	10	Darius Lyon.....	Sheriff.....	216 W. 19th street.

SCHEDULE.

The following is the Statement referred to in the annexed Report from the New York Free Academy), of the Names, Ages, and Studies of the Students claimed by the Board of Education to have pursued for four months or upwards, of the Academic year mentioned in said report, classical studies, or the higher branches of English Education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th October, 1853, as set forth in the "explanations" which precede this Schedule, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued in each term of said year: said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each book so studied being also stated, with the time spent in studying the same during each of said terms.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
1	Crosby, John P., Jr..	19	<p>Philosophy — Butler's <i>Analogy</i>, 110 pages; Hamilton's <i>Metaphysics</i>; Alexander's <i>Moral Science</i>.</p> <p>Physics and Chemistry.—Lectures, with illustrations, on Electricity, Galvanism, Magnetism, Electro-Magnetism, Magneto-Electricity, Thermo-Electricity, Electro-Thermancy, Animal Electricity, and Inorganic Chemistry commenced.</p> <p>Ancient Languages.—Thucydides, Book I., chap. 88-115, with frequent reviews.</p> <p>Civil Engineering.—Bartlett's <i>Applications</i></p>	<p>Philosophy. — Woolsey's <i>International Law</i>, 250 pages; Mansfield's <i>Political Manual</i>, 330 pages.</p> <p>Engineering. — Mahan's <i>Civil Engineering</i>, pages 1-53, 63-74, 107-157, 277-289, 379-387; Mahan's <i>Field Fortification</i>, pages 1-118, 135-146, 161-168; Mahan's <i>Stereotomy</i>, pages 1-35, 37-45.</p> <p>Ancient Languages.—(Edipus <i>Tyrannus</i>, 275 lines. Horace, 2d Book.</p> <p>Chemistry.—Fowne's <i>Chemistry Lectures</i>, with experimental illustrations.</p>

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
			<p>of Astronomy to Navigation, Geodesy, etc, 127 pages, with practical examples; Benton's Ordnance and Gunnery, 200 pages; with Lectures on Levelling and Topographical Drawing.</p> <p>French Language.—Vannier's Pronunciation. Robertson's Grammar, 20 lessons.</p> <p>Roemer's Polyglot Reader, Part I. Roemer's Elementary Reader. Regular and Irregular Verbs. General review.</p> <p>Original Compositions and Declamations, once in two months, in the Chapel, before all the students.</p> <p>Time—Five months.</p>	<p>Natural History.—Blowpipe Analysis applied to Mineralogy. Lectures were delivered, notes of which were taken by the students.</p> <p>French. — Roemer's 2d Reader, 42 pieces translated into English and read in French.</p> <p>General review of the studies of the previous term.</p> <p>Stated Exercises in Composition and Oratory, with public Oration before Instructors and Students in the Chapel, and at Commencement.</p> <p>Time—Five months.</p>
2	Drach, William.....	18	Same as No. 1.	Same as No. 1.
3	Griffen, Benjamin ...	18	do.	do.
4	Murray, William M..	19	do.	do.
5	Penfield, John Benj..	21	do.	do.
6	Schack, Rudolph Wm.	19	do.	do.
7	Stitt, John Henry....	19	do.	do.
8	Van Arsdale, Wm. H.	18	do.	do.
9	Bronson, Robert D...	19	<p>Same as No. 1 except French.</p> <p>Spanish.—Ollendorff, 30 lessons, and reviewed; Morales' Reader, 25 pages; Butler's Phrases, 17 pages; Iriarte, 83 pages; Velasquez's Grammar, 40 pages; Regular and Irregular Verbs, Grammatical Analysis, and Dictation.</p> <p>Time—Five months.</p>	<p>Same as No. 1 except French.</p> <p>Spanish.—Ollendorff, pages 117-233. Sales' Grammar, 190 pages. Moratin's Comedies, pages 178-225. Don Quixote, 28 pages.</p> <p>Irregular Verbs, Grammatical Analysis, Translations from English into Spanish, Dictation, Reading, Conversation, and Original Compositions in Spanish.</p>
10	Friedlander, Leonard	19	Same as No. 9.	Same as No. 9.
11	Hunt, John Sandford,	18	do.	do.
12	Knapp, John Aug. ...	19	do.	do.
13	Sieberg, Wm. H'y J..	21	do.	do.
14	Easton, Peter Zachus	18	<p>Same as No. 1, in all except French.</p> <p>German. — Glaubensklee's Reader, 69 pages. Glaubensklee's Grammar, 147 pages, and 64 Exercises.</p> <p>Time—Five months.</p>	<p>Same as No. 1, in all except French.</p> <p>German.—Oltrogge's Reader, 106 pages. Fifteen pieces translated from English into German.</p> <p>Time—Five months.</p>

No.	Names.	Age	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
15	Gilman, Daniel T....	20	Same as No. 14.	Same as No. 14.
16	Heisser, Wm. Henry.	18	do.	do.
17	Hitchcock, Urban G..	19	do.	do.
18	Krieg, George.....	18	do.	do. (3 months.)
19	Lane, Wm. Henry....	19	do.	Same as No. 14.
20	Sampeon, Francis A..	22	do.	do.
21	Stratford, William...	20	do.	do.
22	Tracy, Chas. Edward.	19	do.	do.
23	Clinch, Edward Sears.	18	Same as No. 1, in all except Languages. German. — Oltrogge's Reader, 48 pages. Wil- helm Tell, entire. Ot- to's Conversation Gram- mar, 217 pages. Time—Five months.	Same as No. 1, in all except Languages. German. — Otto's Grammar, 142 pages. Oltrogge's Reader, 100 pages. Benedix's Steckbrief, 123 pages. Das Urbild des Tar- tuffe. Time—Five months.
24	Greene, Albert Terry.	19	Same as No. 23.	Same as No. 23.
25	Moore, William....	19	do.	do.
26	Smith, Chas. H'y, Jr.	19	do.	do.
27	Stratford, Thomas...	19	do.	do.
28	Lyng. Jandine.....	28	Same as No. 1, in all except Languages. Spanish. — Ollendorff, 60 pages; Iriarte, 88 pa- ges; Quintana's Lives, 15 pages; Butler's Phrases, 17 pages; Velasquez's Grammar, 40 pages. Irregular Verbs; Translations from Eng- lish into Spanish. Dictation, Grammati- cal Analysis, and Original Compositions in Spanish. Time—Five months.	Same as No. 1, in all except Languages. Spanish. — Same as No. 9.
29	Alger, Wm. Gaul....	17	Philosophy.—Mahan's Intellectual Philosophy. Ancient Languages.— Owen's Homer's Iliad, Book I and Book II, to line 493, with frequent reviews. Livy, Book I, and 12 chapters of Book II, with frequent reviews. English Language.— Fowler's English Gram- mar (large ed.), 175 pa- ges, studied and review- ed. Natural Philosophy.— Bartlett's Analytical Me- chanics, 248 pages, stud- ied and reviewed.	Logic. — Mahan's Logic, entire. English Literature. —Shaw's English Lit- erature, from page 209 to page 290, reviewed pages 209-265. Natural Philosophy. —Bartlett's Analyti- cal Mechanics, pages 405-428, 446-460, 464- 5, 469, 486. Bartlett's Acoustics, pages 9-12, 19-145, studied and reviewed. Bartlett's Optics, pages 167-266, studied and reviewed. Bartlett's Spherical

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
			<p>Physics. — Lectures, with illustrations, on Electricity, Galvanism, Magnetism, Electro-Magnetism, Magneto-Electricity, Thermo-Electricity, Electro-Thermancy, and Animal Electricity.</p> <p>Geology. — Lectures were delivered once a week.</p> <p>Regular exercises in Composition and Oratory, including a public exhibition in Original Declamation, at the close of the term.</p> <p>Time—Five months.</p>	<p>Astronomy, pages 1-48, 287-247, 250-257, 266-271, 276-278, 281-285, 293-300, studied and reviewed.</p> <p>Ancient Languages.—Owen's Homer's Odyssey, Book I. Lectures on Greek Literature. Horace's Odes, Book I. to 80th Ode, with frequent reviews.</p> <p>One Lecture weekly on Rhetoric, notes of which were taken by the Students, and examined weekly by the Professor.</p> <p>Each member of the class (Junior) has prepared two original speeches during the term, and delivered them publicly in the Chapel.</p> <p>Ten Lectures on the Fine Arts.</p> <p>Physics. — Two Lectures weekly, with Experimental Illustrations, were delivered on Heat.</p> <p>Time—Five months.</p>
30	Bancker, Aldert H. . .	18	Same as No. 29.	Same as No. 29.
31	Brinkerhoff, Chas. H.	20	do.	do.
32	Cohen, Solomon. . . .	19	do.	do.
33	Carr, Henry Samuel. .	18	do.	do.
34	Casey, Joseph James.	19	do.	do.
35	De Baun, Charles I. .	18	do. (4 months.)	
36	Eurich, Frederick E. .	17	Same as No. 29.	Same as No. 29.
37	Hasson, John A. . . .	20	do.	do.
38	Herafield, Abraham. .	17	do.	do.
39	Hibbard, Charles M. .	21	do.	do.
40	Knowlton, Henry D. .	17	do.	do. (1 month.)
41	Lee, Hugh.	17	do.	Same as No. 29.
42	McAdam, Randolph. .	21	do.	do.
43	Martin, William H. . .	18	do. (4 months.)	
44	Newton, Henry. . . .	19	Same as No. 29.	Same as No. 29.
45	Page, Edward Alonzo.	18	do.	do. (1 month.)
46	Treadwell, Wm. B. . .	17	do.	do. (1½ months.)
47	Wotton, James A., Jr.	18	do.	Same as No. 29.
48	Anderson, Cornelius E.	17	<p>Same as No. 29, in all except Languages.</p> <p>Spanish. — Ollendorff, reviewed from 60th Lesson to end. Sales' Grammar, 270 pages. Moratin's Comedies, pages 3-18; 210-225; 263-285; Don Quixote, 37 pages; Quintana's Lives, 34 pp.,</p>	<p>Same as No. 29, in all except Languages.</p> <p>German. — Glaubens-keel's Reader, 42 pages. Glaubenskeel's Grammar, 88 pages, 82 Exercises.</p> <p>Time—1½ months.</p>

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
			and reviewed. Translations from English into Spanish. Dictation, Grammatical Analysis, and Original Compositions in Spanish. German. — Glaubensklee's Reader, 18 pages. Glaubensklee's Grammar, 59 pages, and 28 Exercises. Time—Five months.	
49	Bramwell, Joseph H.	17	Same as No. 48.	Same as No. 48 (8 mos.)
50	Brittain, Thos. J., Jr.	17	do.	Same as No. 48 (5 mos.)
51	Cunningham, R. J....	17	do.	Same as No. 48.
52	Gordon, Read, Jr....	19	do.	do.
53	Hall, Charles Lemon.	17	do.	do.
54	Hallock, James C., Jr.	18	do.	do.
55	Hess, William Carl...	17	do.	do. (1½ months.)
56	Korninsky, Henry...	17	do.	Same as No. 50.
57	Orvis, Henry Paine...	17	do.	do.
58	Owens, George T....	18	do.	do.
59	Saulnier, Kenton	18	do.	do.
60	Saunders, Richard J..	18	do.	do.
61	Scully, Thomas F....	18	do.	do.
62	Smith, David Lowber	18	do.	do.
63	Vanderbilt, Edgar...	18	do.	do.
64	Werner, Ernest	17	do.	do. (1½ months.)
65	Arkenburgh, O. M. .	17	Political Economy.—Lectures were delivered once a week, notes of which were taken by the Students. After examination by the Professor, proper credits were given for the notes. Ancient Languages.—Xenophon's Anabasis, Book I. Cicero's 1st, 2d, and 3d Orations against Catiline, with frequent reviews. History and Belles Lettres.—Wilson's Outlines of History, page 488. Exercises in Oratory, comprising Rehearsals, Declamations, and Criticisms. Compositions monthly. English Literature.—Graham's English Synonymes, 240 pages, and review of same. Mathematics.—Davies' Differential Calculus, to chap. vi., 116 pages, and reviewed.	Ancient Languages.—Owen's Xenophon's Cyropædia, Book VII., 6 chapters. Sallust's Catilinian Conspiracy, with frequent reviews. English Literature.—Shaw's English Literature, 110 pages, studied and reviewed. Logic.—Coppée's Logic (entire). Mahan's Intellectual Philosophy, 100 pages. Compositions monthly. Selected Orations monthly. Mathematics.—Davies' Dif. Calculus, from page 116 to the end, with frequent reviews. Free-hand Drawing from Ornaments and Casts, three lessons a week; Lectures on Architectural Orders, once a week. Natural History.—Lectures were delivered on Physiology and Hygiene.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
			<p>Physica. — Lectures, with illustrations, on Electricity, Galvanism, Magnetism, Electro-Magnetism, Magneto-Electricity, Thermo-Electricity, Electro-Thermancy, and Animal Electricity.</p> <p>Lecture on Ornamentics once a week. Drawing from Casts and Models.</p> <p>Time—Five months.</p>	<p>Each Lecture reviewed in a brief recitation, and full notes required at the end of the term. The maps, specimens, models, etc., belonging to the institution, were used to appeal to the eye as well as the ear of the student.</p> <p>Time—Five months.</p>
66	Bailey, Warren.....	16	Same as No. 65.	Same as No. 65.
67	Barnum, Joshua W....	16	do.	do.
68	Blondel, Eugene.....	17	do.	do.
69	Brown, Robert Wm....	20	do.	do.
70	Bushe, Eugene Louis..	16	do.	do.
71	Butzel, Meyer.....	16	do.	do. (2½ months.)
72	Campbell, Wm. J. D..	16	do.	Same as No. 65.
73	Chapman, Henry F....	16	do.	do.
74	Chesebro', Luke B....	18	do.	do.
75	Cumming, Wm. Jas....	17	do.	do.
76	Dohrman, James K....	17	do.	do.
77	Dudley, Edward B....	18	do.	do.
78	Elliett, Selah Hiler..	22	do.	do.
79	Fellows, Louis.....	18	do.	do.
80	Fellows, Robert.....	18	do.	do.
81	Goldsmith, Eleazar..	16	do.	do.
82	Grau, Morris Henry..	16	do.	do.
83	Grunhut, Bernhard....	17	do.	do.
84	Hanks, Arthur M....	16	do.	do.
85	Harrison, Wm. H'y....	16	do.	do.
86	Hart, William H.....	19	do.	do.
87	Hindhaugh, Wm., Jr..	17	do.	do.
88	Hiscox, Charles E....	18	do.	do.
89	Kasprovicz, Paul.....	16	do.	do.
90	Ketchum, Daniel P....	19	do.	do.
91	Kimball, Chas. Otis..	20	do.	do.
92	Lefferts, George M....	18	do.	do.
93	Mottet, Henry.....	19	do.	do.
94	Ranney, Ambrose L....	17	do.	do.
95	Ray, Martin.....	20	do.	do.
96	Schack, Albert P.....	16	do.	do. (3½ months.)
97	Scott, Francis Markoe	17	do.	Same as No. 65.
98	Seaman, Samuel E....	19	do.	do.
99	Shoards, Joseph F....	20	do.	do. (2½ months.)
100	Smith, George W. P....	17	do.	Same as No. 65.
101	Stevenson, William S..	17	do.	do.
102	Stuart, Joseph H....	17	do.	do.
103	Talmdage, Henry P....	17	do.	do.
104	Whitehead, Jos. H'y..	17	do.	do.
105	Akin, Albro.....	17	<p>Same as No. 65, in all except Languages.</p> <p>French.—Roemer's 2d Reader, 50 pages, with Grammatical and Logical Analysis in French.</p>	<p>Same as No. 65, in all except Languages.</p> <p>French.—Molière—Bourgeoise Gentilhomme, Les Femmes Savantes. Racine—Ethere.</p>

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
			50 pieces from Roemer's Polyglot Reader, translated from English into French. 14 pieces from Sadler's Petit Cours, translated into and related in French. Spanish. — Ollendorff, 60 pages. Velasquez's Grammar, 46 pages; Iriarte, 72 pages; and both reviewed. Butler's Phrases, 17 pages. Quintana's Lives, 26 pages. Regular and Irregular Verbs, Grammatical Analysis, and Dictation. Time—Five months.	Analysis of the Plays and Explanations in French. Sadler's Petit Cours de Versions. Thirteen pieces translated from English into French. Spanish. — Ollendorff, pages 265-390, 459-485. Morantin's Comedies, pages 181-193. Ascaragorta, 15 pages. Pizarro's Phrases, pages 118-126, 146-151. Regular and Irregular Verbs, Grammatical Analysis, Dictation, Reading, and Original Compositions in Spanish. Time—Five months.
106	Baker, Townsend D.	18	Same as No. 105.	Same as No. 105.
107	Chatillon, George H.	16	do.	do.
108	Cook, George Harvey.	16	do. (4½ months.)	
109	Donaldson, James F.	20	Same as No. 105.	Same as No. 105.
110	Ellsworth, Benjamin.	17	do. except Drawing, English, and History and Belles Lettres.	do. except Drawing, English, and Logic (3 months.)
111	Farnsworth, James M.	17	Same as No. 105.	Same as No. 105.
112	Farrell, Edward D.	17	do.	do.
113	Griffiths, Evan, Jr.	16	do.	do. (8½ months.)
114	Halstead, Samuel M.	17	do.	Same as No. 105.
115	Harding, Henry Clay.	17	do.	do.
116	Kirchberger, L. H.	16	do.	do. (2½ months.)
117	Lyon, Geo. Lamson.	16	do.	Same as No. 105.
118	Mahoney, John Jos.	16	do.	
119	Nutting, Lucius H'y.	17	do.	Same as No. 105.
120	Patterson, Franklin B.	16	do.	do.
121	Penfield, Edward L.	18	do.	do.
122	Safford, Eben Dodge.	16	do.	do. (8 months.)
123	Seaman, Wm. Todd.	17	do.	Same as No. 105.
124	Simmons, William G.	17	do.	do.
125	Stillman, Joseph F.	16	do.	do. (4½ months.)
126	Adams, John Amsel.	16	Ancient Languages.—Virgil's <i>Æneid</i> , Books I. and II., with frequent reviews. Latin Grammar; Prosody; Exercises in Versification. Sophocles' Greek Grammar, studied and reviewed. Silber's Greek Lessons. History and Belles Lettres.—Wilson's Outlines of History, 163 pages. Each student wrote four Compositions during the term.	Ancient Languages.—Owen's Greek Reader, Fables, Jests of Hierocles, six Dialogues of Lucian, and the Odes of Anacreon, with attention to scanning, and reviewed. Greek Grammar reviewed, with particular attention to Etymology and Syntax. Virgil's <i>Æneid</i> , 3d Book, and 4th Book of the <i>Georgics</i> , with exercises in scanning.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
			<p>Rhetoric.—Day's Rhetoric, 100 pages.</p> <p>Mathematics.—Docharty's Plane and Spherical Trigonometry. Mensuration and Surveying. Descriptive Geometry and its Applications; from manuscript—5 lessons a week.</p> <p>English Language.—Fowler's English Grammar (abridged), from page 174 to 214, and review of the same.</p> <p>Time—Five months.</p>	<p>Medieval History.—Willson's Outlines of History, from page 189 to 821, inclusive, with oral illustrations and additions, and continued reference to Bretschneider's Kiepert's Maps. Chronological Tables were also constructed.</p> <p>Oratory monthly.</p> <p>Rhetoric.—Day's Rhetoric, from page 151 to 240, and reviewed.</p> <p>Mathematics.—Davies' Analytical Geometry, Books 1st, 2d, 3d, 4th, 5th, 6th, and 8th, and reviewed. Davies' Surveying and Navigation. Constructions of Shades and Shadows, Perspective, from manuscript, with application, four lessons a week.</p> <p>Natural History.—Physiology and Hygiene. Lectures were delivered weekly, of which notes were taken, and recitations were made from them.</p> <p>Time—Five months.</p>
127	Angel, Frank Warner.	20	Same as No. 126.	Same as No. 126.
128	Badeau, Chas. Henry.	16	do.	do. (4 months.)
129	Baker, George Aug.	15	do.	Same as No. 126.
130	Blauvelt, Gerrit F.	15	do.	do.
131	Blois, Ernest.	17	do.	do.
132	Blois, Eugene Sam'l.	19	do.	do.
133	Bowker, Richard R.	16	do.	do.
134	Buckbee, John C.	15	do.	do.
135	Buckley, Lawrence.	16	do.	do.
136	Buckmaster, James.	16	do.	do.
137	Burgess, Robert.	15	do.	do. (4 months.)
138	Campbell, Robert.	16	do.	Same as No. 126.
139	Chambers, Theo. F.	15	do.	do.
140	Clay, William Wilson	15	do.	do.
141	Colton, Charles R.	15	do.	do.
142	Colwell, Wm. H., Jr.	16	do.	do.
143	Cook, Thomas Henry.	16	do.	do.
144	Crawford, Gilbert H.	15	do.	do.
145	Cruse, Thomas Kelo.	15	do.	do.
146	Curtis, Elias Wm.	17	do.	do.
147	Curtis, John W.	18	do.	do.
148	Eisner, David L.	16	do.	do.
149	Endicott, Samuel.	16	do.	do.
150	Farnsworth, H. E. E.	17	do.	do.
151	Fischer, Maximilian.	15	do.	do.
152	Fitzpatrick, John F.	16	do.	do. (1½ months.)
153	Gerard, Wm. Kent.	18	do.	Same as No. 126

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 16th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
154	Gilbert, Charles E. . .	16	Same as No. 126.	Same as No. 126.
155	Gilfether, Owen . . .	16	do.	do.
156	Goldschmidt, Sam'l A. .	16	do.	do.
157	Gregory, Benjamin C. .	15	do.	do.
158	Hamlin, Frederick H. .	16	do.	do.
159	Harrison, Aaron E. . .	18	do.	do.
160	Hinman, Arthur P. . .	19	do.	do.
161	Hiscox, Edwin Thos. .	17	do.	do.
162	Hoope, Anthony Joy. .	17	do.	do.
163	Hunt, David B.	17	do.	do.
164	Johnson, Fred'k M. . .	15	do.	do. (½ month.)
165	Jullien, Mathew C. . .	16	do.	Same as No. 126.
166	Kelly, Stephen	16	do.	do.
167	Kimball, Alfred R. . .	16	do.	do.
168	Knowlton, Miner R. . .	17	do.	do.
169	Knox, John M., Jr. . .	15	do.	do.
170	Korminsk, Benj.	15	do.	do.
171	Levy, Joseph.	16	do.	do.
172	McCafferty, B. E. . . .	16	do.	do. (3 months.)
173	McDonald, Albert. . . .	15	do.	Same as No. 126.
174	Miller, Edward M. . . .	18	do.	do. (3½ months.)
175	Milliken, Peter, Jr. . .	17	do.	Same as No. 126.
176	Mount, Edw'd Staggs. .	15	do.	do. (1 month.)
177	Murray, Wm. G. J. . . .	16	do.	Same as No. 126.
178	Newman, John W. . . .	17	do.	do.
179	Norton, Lawrence. . . .	16	do.	do.
180	Palmer, Miles C.	16	do.	do. (2 months.)
181	Parker, John Anale. . .	16	do.	Same as No. 126.
182	Pinkney, George A. . .	18	do.	do.
183	Pope, Wm. Barent. . . .	16	do.	do.
184	Rankin, Francis H. . . .	19	do.	do.
185	Savage, James Peter. .	16	do.	do.
186	Seaman, Richard R. . .	17	do.	do.
187	Shaffer, Edward L. . . .	15	do.	do.
188	Sim, John Robert. . . .	16	do.	do.
189	Stuart, Benj. Hale. . .	16	do.	do.
190	Thom, Arthur Max. . . .	16	do.	do.
191	Thompson, Hubert. . .	16	do. (4½ months.)	
192	Tiemann, Danl F., Jr. .	18	Same as No. 126.	Same as No. 126.
193	Wales, Alexander. . . .	17	do.	do. (1½ months.)
194	Warren, Pelham W. . . .	17	do.	Same as No. 126.
195	Welles, Chas. Stuart. .	18	do.	do.
196	Williams, Henry J. . . .	16	do.	do. (2 weeks.)
197	Wilmurt, Samuel K. . .	16	do. (4½ months.)	
198	Wilmurt, T. A., Jr. . .	17	Same as No. 126.	Same as No. 126.
199	Wright, Frederick A. .	17	do.	do.
200	Young, Thomas.	17	do.	do. in Latin and Drawing.
201	Zabriskie, Charles F. .	16	do.	Same as No. 126.
202	Abrahams, Samuel. . .	17	Same as No. 126, in all except Languages. French.—Robertson's Grammar, to page 278, and review of same. Roemer's 2d Reader, 200 pp., and review of same. Dictation, with applica- tion of Grammar. Spanish.—Ollendorff, 17 Lessons, studied and	Same as No. 126, ex- cept Languages. French.—A general re- view of the studies of the preceding term. Roemer's Polyglot Reader, Part II., 4 pieces, translating Eng- lish into French, with application of Grammar. Roemer's 2d Reader, 75 pages.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 16th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
			reviewed. Morales' Reader, 10 pages, studied and reviewed. Butler's Phrases, 10 pages. Velasquez's Grammar, pages 419-37. Regular and Irregular Verbs. Time—Five months.	Spanish. — Ollendorff, 120 pages; Morales Reader, 11 pages; Butler's Phrases, 18 pages; Grammatical Analysis. Time—Five months.
203	Bayreuther, A. E....	15	Same as No. 202.	Same as No. 202.
204	Beers, Cyrinus E....	18	do.	do.
205	Bosworth, Jos. S., Jr.	16	do.	do.
206	Bragdon, Irving L....	17	do.	do.
207	Corbett, Otis.....	16	do.	
208	Courtenay, Fred'k W.	15	do.	Same as No. 202 (2 weeks.)
209	Cronly, John Edward.	16	do.	Same as No. 202.
210	Cunningham, C. J....	15	do.	do.
211	Delafield, Albert....	19	do.	do.
212	Denison, Henry C....	17	do.	do. (3 months.)
213	Donaldson, Richard..	17	do.	do. (1 week.)
214	Dowe, John Albert...	16	do.	Same as No. 202.
215	Dunning, Edgar.....	18	do.	do.
216	Farrell, Edward.....	15	do.	do.
217	Freedman, Benjamin.	15	do.	do.
218	Griffiths, Wm. Jas...	15	do.	do. (4 months.)
219	Gritten, Edwin W....	16	do. (4 months.)	
220	Hardy, Wm. Lewis....	16	Same as No. 202.	Same as No. 202.
221	Heiser, Christopher...	18	do.	do.
222	Held, Wm. D. B.....	15	do.	do.
223	Howe, Walter.....	15	do.	do.
224	Hunt, Wm. Hughes...	16	do.	do.
225	Kelly, Francis.....	17	do.	do.
226	Kelly, William.....	15	do.	do.
227	Keyes, Herbert L....	16	do.	do.
228	Klemm, Otto H.....	17	do.	
229	Knapp, Lucien.....	16	do.	Same as No. 202.
230	Lee, Henry Joseph....	16	do.	do.
231	Luxford, Wm Edw'd.	16	do.	do. (1½ months.)
232	McMaster, Robt. B...	17	do.	Same as No. 202.
233	Manwaring, D. W., Jr.	16	do.	do.
234	Moore, George Wm...	16	do.	do. (1 week), and same as No. 404 (4½ months.)
235	Mundy, John Edw'd..	15	Same as No. 202.	Same as No. 202.
236	Nehrbas, Charles J...	16	do.	do.
237	Newkirk, Abraham...	17	do.	do.
238	Phelan, Wm. Chas...	17	do.	do.
239	Pitschke, William F.	15	do.	do.
240	Raymond, Amos.....	19	do. (4 months.)	
241	Sears, Jos. Raymond.	17	do. (4½ months.)	
242	Sheehy, Timothy....	15	Same as No. 202.	Same as No. 202 (3 mos.)
243	Stillwell, Charles R..	16	do.	do. (2½ mos.)
244	Tilton, Joseph White.	16	do.	Same as No. 202.
245	Uhlmann, Frederick..	16	do. (4½ months.)	
246	Van Gilluwe, F. L....	16	Same as No. 202.	Same as No. 202.
247	Webb, Henry T.....	18	do.	do.
248	Whitlock, Edgar.....	16	do.	do.
249	Willmann, John.....	15	do.	do.
250	Winter, Albert.....	16	do.	do.
251	Woodford, Franklin..	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
252	Mandeville, Wm. S..	19	Same as No. 105 in Drawing, Spanish, and Oratory. Same as No. 202 in French, English, and History and Belles Lettres. Time—Five months.	Same as No. 105 in Drawing, Spanish and Oratory. Same as No. 202 in French, English, and Logic. Time—2½ months.
253	Abbe, Charles C.....	16	Latin.—Andrews and Stoddard's Grammar. Andrews' Reader (thru the Fables) studied and reviewed. English Grammar.—Barton's Outlines, studied and reviewed. Mathematics.—Docharty's Algebra, from the beginning to page 210, studied and reviewed. Docharty's Geometry, Book I., studied and reviewed. Natural History.—Lectures were delivered to the class (introductory) once a week, on the subjects of Anatomy and Physiology. Chemistry and Physics.—Lectures were delivered twice a week to the class on the "Imponderable Forces" in their relation to Chemistry, with experimental illustrations. Time—Five months.	Drawing.—Linear Drawing and Doctrine of Forms, from manuscript, diagrams, and dictations, five lessons a week. Mathematics.—Docharty's Geometry, completed. Docharty's Algebra, pages 216-243. One Lecture bi-weekly, introductory to Universal History, notes on which were taken by the students, instead of composition, and examined by the Professor and Tutors. Chemistry.—Two lectures were delivered weekly, with experimental illustrations. Natural History.—Instruction was given in Physiology by Lectures, of which notes were taken by the students. Latin.—Andrews' Reader. Mythology. Caesar's Commentaries, Book I. and part of Book II. Time—Five months.
254	Allen, George Rogers.	15	Same as No. 253.	Same as No. 253.
255	Asadoorian, Armenag.	16	do.	do.
256	Baldwin, Harris J....	14	do.	do.
257	Barr, William.....	15	do.	do.
258	Bayer, Edmund.....	14	do.	do.
259	Beardsley, Edward S.	16	do.	do.
260	Bernardy, Eugene P.	16	do.	do.
261	Blakelock, Ralph A..	17	do.	do.
262	Brady, Augustine A.	16	do.	do.
263	Bridgman, Edward C.	15	do.	do.
264	Bushnell, Mortimer..	15	do.	do.
265	Cardwell, Samuel....	17	do.	do.
266	Carpenter, William C.	17	do.	do.
267	Carson, Joseph B....	16	do.	do.
268	Carson, Wm. Rich'd.	15	do.	do.
269	Cheesebro', George....	14	do.	do.
270	Clark, James Oliver..	16	do.	do.
271	Clark, Wm. Henry....	14	do.	do.
272	Coxan, Francis C....	15	do.	do.
273	Collier, John Edward.	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
274	Conover, Augustus W.	16	Same as No. 253	Same as No. 253.
275	Delaney, Thomas....	16	do.	do. (8 months)
276	Dey, James Alvah...	15	do.	Same as No. 253.
277	Dickerson, Geo. H'v..	15	do.	do. (8 months.)
278	Doty, Samuel Wm....	16	do.	Same as No. 253.
279	Dowling, Geo. Thos..	15	do.	do. (4 months)
280	Downs, Van Buren...	16	do.	Same as No. 253.
281	Dunnell, Henry N....	16	do. (4 months.)	
282	Easton, Daniel.....	17	Same as No. 253.	Same as No. 253.
283	Fanning, Wm., Jr....	16	do.	do.
284	Fields, Marsden Dan'l.	16	do.	do.
285	Flaacke, George W....	15	do.	do.
286	Fox, Gilbert Dixon..	15	do.	do.
287	Freeborn, George C..	15	do. (4½ months.)	
288	Fry, William Henry..	15	Same as No. 253.	Same as No. 253.
289	Gabay, Henry George..	14	do.	do. (2½ months.)
290.	Geyer, Wm. Ernst....	16	do.	Same as No. 253.
291	Gibbons, John.....	14	do.	do. (2 weeks.)
292	Goodwin, Charles H..	16	do.	Same as No. 253.
293	Goodwin, Samuel T..	16	do.	do.
294	Gould, Clarence W....	17	do.	do.
295	Grant, Jas Boorman..	16	do.	do.
296	Gratacap, Louis B....	14	do.	do.
297	Guild, Joseph Henry..	21	do.	do.
298	Guthrie, Arthur H....	15	do.	do. (1 month.)
299	Herz, Joseph.....	15	do.	Same as No. 253.
300	Hewitt, George B....	16	do.	do. (4½ months.)
301	Hollister, Edward F..	15	do.	Same as No. 253.
302	Jakobi, Alphonse A..	14	do.	do.
303	Hunter, Edward N. E.	14	do.	do.
304	Jessup, Charles B....	14	do.	do.
305	Johnson, James H....	14	do.	do.
306	Kain, Charles.....	16	do.	do.
307	Keenen, James Thos..	15	do.	do.
308	Kelly, Peter.....	15	do.	do.
309	Kenney, Wesley T....	14	do.	do. (1 week.)
310	Kissick, James,	14	do.	Same as No. 253.
311	Kitchen, William K..	15	do.	do.
312	Lay, George C., Jr....	14	do.	do.
313	Lear, Benjamin	15	do.	do.
314	List, Philip	14	do.	do.
315	Lloyd, John Calvin..	15	do.	do.
316	Long, Jas. Wiggins..	15	do.	do.
317	Lord, Jos. Lorenzo..	16	do.	do.
318	Lyons, Samuel	15	do.	do. (2 weeks.)
319	McCutchem, William.	15	do.	Same as No. 253.
320	McGuckin, Wm. Geo.	15	do.	do.
321	Martin, John Wesley.	16	do.	do.
322	Mather, Wm. Scott..	17	do.	do.
323	Mathews, Edward L..	14	do.	do.
324	Miles, Wm. Hurley..	20	do.	do.
325	Miller, Theodore F..	14	do.	do.
326	Milliken, Eugene M..	15	do.	do.
327	Mills, Harbeck	15	do.	do.
328	Monihan, John Wm..	14	do.	do.
329	Morris, Henry N....	14	do.	do.
330.	Morris, John Wesley.	16	do.	do. (3 weeks.)
331	Mount, John W.....	15	do.	Same as No. 253.
332	Miller, Benjamin....	15	do.	do. (4½ months.)
333	Murphy, Daniel N. J..	15	do.	do. (8 months.)

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 16th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
384	Newbold, Emlen....	16	Same as No. 258.	Same as No. 258 (2 wks.)
385	Nichelson, Thos. H....	16	do.	Same as No. 258.
386	Niglutsch, John Chas.	15	do.	do.
387	Olcott, Neilson.....	15	do.	do.
388	Owen, Allen Miner....	15	do.	do. (3 weeks.)
389	Park, Charles Francis.	16	do.	Same as No. 258.
390	Parsons, Charles W....	14	do.	do. (1 month.)
391	Patterson, Henry T....	14	do.	Same as No. 258.
392	Patterson, Wm. F....	14	do.	do.
393	Pearce, Samuel A. W.	16	do. (4½ months.)	
394	Pettus, James Thos....	15	Same as No. 258.	Same as No. 258.
395	Pond, Lancaster B....	15	do.	do.
396	Pond, Wm. A., Jr....	15	do.	do. (2 weeks.)
397	Postley, Clarence....	16	do.	Same as No. 258.
398	Riddell, James L....	17	do.	do. (2 weeks.)
399	Ritterband, David S....	14	do.	Same as No. 258.
400	Roundey, Theodore A.	14	do.	do.
401	Russell, Beekman....	15	do.	do.
402	Sanford, Nathan S....	14	do.	do.
403	Scott, Abner.....	16	do.	do.
404	Secor, Thomas Ely....	16	do.	do.
405	Shatman, George A.	15	do.	
406	Shedd, Wm. Thayer..	15	do.	Same as No. 258.
407	Sheffield, Jas. Carey..	17	do.	do.
408	Shepard, Edward M....	14	do.	do.
409	Slattery, John Rich'd.	14	do.	do.
410	Smith, Albert G.....	17	do.	do. (1 month.)
411	Smith, Thomas Wm....	16	do.	do. (3 months.)
412	Stadeker, David.....	15	do.	do. (1 month.)
413	Stafford, Frederick E.	16	do.	do. (1½ months.)
414	Steinbrenner, John F.	15	do.	do. (1½ months.)
415	Stevens, Benjamin D.	14	do.	Same as No. 258.
416	Stevenson, Samuel A.	14	do.	do.
417	Stillman, Alfred.....	15	do.	do. (1½ months.)
418	Teas, John.....	16	do.	Same as No. 258.
419	Underhill, Fred'k L....	15	do.	do.
420	Valentine, Wm. Ed'd.	15	do.	do.
421	Wagner, Louis.....	15	do.	do.
422	Waterman, Moses W.	14	do.	do. (2½ months.)
423	Watson, Frederick....	14	do.	Same as No. 258.
424	Watts, Chas. Henry....	15	do.	do.
425	Weed, Augustus H....	16	do.	do. (3 months.)
426	Weed, Milton B....	15	do.	do. (2½ months.)
427	Welsh, Samuel Chas.	14	do.	Same as No. 258.
428	Wheaton, John R....	16	do.	do.
429	Wilds, Howard P....	14	do.	do.
430	Wing, Frank Lumen.	14	do.	do.
431	Yandoos, William....	16	do.	do.
382	Bidwell, Horace G....	15	Same as No. 258, except in Latin. Latin.—Andrews and Stoddard's Grammar. Andrews' Reader, thro' Anecdotes and Roman History. Time—Five months.	Same as No. 258.
383	Burchard, Thomas H.	15	Same as No. 382.	Same as No. 258.
384	Coe, Charles A., Jr....	17	do.	do. (1 week.)
385	Curtis, A. S. C.....	15	do.	Same as No. 258.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
386	Hamilton, Theo. A...	15	Same as No. 282.	Same as No. 253.
387	Hunter, William.....	17	do.	do. (3 months.)
388	Kelsey, Eugene.....	19	do.	Same as No. 253.
389	Lipsett, Allen.....	16	do.	do. (3 months.)
390	Nussbaum, Solomon..	16	do.	(do. 2½ months.)
391	O'Connor, Francis H..	17	do.	do. (1 week.)
392	Oppenheim, Mathias.	16	do.	Same as No. 253.
393	Senff, Frederick Wm.	15	do.	do.
394	Sibberman, Isaac W..	16	do.	do. (1 month.)
395	Stevens, Frank A....	16	do.	do. (1 week.)
396	Taylor, William H....	16	do.	do. (2 weeks.)
397	Thorne, Newberry D.	16	do.	do. (2½ months.)
398	Tunk, Nehemiah L....	16	do.	Same as No. 253.
399	Whiting, Frank.....	15	do.	do.
400	Wiemann, John H'Y.	15	do.	do. (3½ months.)
401	Buttle, Henry.....	17	Same as No. 253, ex- cept Latin. French — Vannier's Spelling and Pronuncia- tion. Robertson's Gram- mar, practical and theo- retical, part of 12 les- sons, and translation in- to French of the exer- cises and sentences at- tached to each lesson. Regular Verbs, in all their forms. Auxiliary Verbs. Elements of French Grammar. Re- view of the whole. Time—Five months.	Same as No. 253, ex- cept Latin. French. — Robertson's Grammar, 186 pages. Ir- regular Verbs. Roemer's Polyglot Reader, Part I., with Logical and Gram- matical Analysis. Roe- mer's Elementary Reader. 21 pieces, translated and reviewed. General re- view of the studies of the preceding term. Time—Five months.
402	Camp, Frederick.....	17	Same as No. 401.	Same as No. 401 (4 mos.)
403	Cleary, John.....	15	do.	do. (1 week.)
404	Conklin, John James.	18	do.	Same as No. 401.
405	Elmer, Albert D.....	17	do.	do.
406	Hart, Armsby.....	16	do.	do.
407	Levy, Nathan S.....	16	do.	do.
408	Lyon, Edward Sam'l.	17	do.	do.
409	Mackie, Alex. L. A...	16	do.	do.
410	McGuire, John Thos.	16	do.	do.
411	McKiernan, Thomas.	15	do.	do.
412	Morris, Wm. John...	15	do.	do.
413	Newton, Charles D...	17	do.	do.
414	Reed, Horatio M.....	16	do.	do. (4 months.)
415	Sanford, James M....	17	do.	Same as No. 401.
416	Scullin, Wm. Joseph.	16	do.	do. (4½ months.)
417	Secor, James F., Jr..	17	do.	do. (8½ months.)
418	Simpson, S. M., Jr...	15	do.	Same as No. 401.
419	Slote, George B....	16	do.	do. (4 months.)
420	Abbatt, John M.....	15	Same as No. 401.	Same as No. 401 (3½ mos.)
421	Allen, Sturges.....	14	do.	Same as No. 401.
422	Anderson, Samuel C..	16	do.	do.
423	Baumgartel, Louis E..	15	do.	do. (4½ months.)
424	Beck, Alexander.....	14	do.	do. (3 months.)
425	Beckley, Wm. Steele.	14	do.	Same as No. 401.
426	Borchers, John H'Y..	16	do.	do.
427	Bourquin, Lewis.....	15	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
428	Bridge, Frederick....	15	Same as No. 401 (4 mos.)	
429	Brown, Samuel.....	15	Same as No. 401.	Same as No. 401.
430	Bruckman, Frederick..	14	do.	do.
431	Brush, Seely Benedict.	15	do.	do.
432	Brush, Wm. Brower..	14	do.	do.
433	Budke, George.....	14	do.	do.
434	Burnham, Michael..	14	do.	do.
435	Clark, George.....	15	do.	do.
436	Clark, William H....	14	do.	do.
437	Colby, Charles A....	15	do. (4½ months.)	
438	Colby, George W....	15	Same as No. 401.	Same as No. 401.
439	Connor, Wash'gton E..	15	do.	do.
440	Corwin, Edward L....	16	do.	do.
441	Covert, Sidney C....	15	do.	do.
442	Davies, John.....	15	do. (4½ months.)	
443	De Luce, Wm Henry..	15	Same as No. 401	Same as No. 401.
444	Devoe, Wm. Bock....	15	do.	do. (4½ months.)
445	Dingee, Charles E....	15	do.	Same as No. 401.
446	Drummond, Jas M B..	16	do.	do.
447	Egenberger, William..	15	do.	do. (4½ months.)
448	Ernst, Francis.....	18	do.	Same as No. 401, ex- cept Mathematics.
449	Fairchild, Wm. H....	15	do.	Same as No. 401.
450	Fairman, Wm. Jas....	17	do.	do.
451	Fink, Lewis.....	14	do.	do.
452	Fitzgerald, John E....	15	do.	do.
453	Forster, James C. F..	15	do.	do.
454	Franklin, Theodore...	14	do.	do.
455	Fuessel, Robert.....	15	do.	do. (3½ months.)
456	Geehr, Thos. Levan... 15	15	do.	Same as No. 401.
457	Goldstein, Philip L... 14	14	do.	do.
458	Good, Wm. George.... 14	14	do.	do.
459	Gridley, J. Van G., Jr. 15	15	do.	do. (1½ months.)
460	Guild, Frederick A.... 19	19	do.	Same as No. 401.
461	Hall, Washington.... 15	15	do.	do. (1 week.)
462	Halsted, Isaac C.... 15	15	do.	Same as No. 401.
463	Hanekamp, John H.... 15	15	do.	do.
464	Hanson, Chas. Wm.... 16	16	do.	do.
465	Hart, Julien Benj.... 14	14	do.	do. (1½ months.)
466	Healy, Charles P.... 15	15	do.	Same as No. 401.
467	Hendrickson, Jas. F.. 16	16	do.	do. (3 months.)
468	Hough, Martin S.... 15	15	do. (4½ months.)	
469	Howell, Geo. Ramsey.. 14	14	Same as No. 401.	Same as No. 404.
470	Innes, John Henry.... 15	15	do.	do.
471	Isaacs, Washington.. 17	17	do.	do. (2 weeks)
472	Jacobi, Sylvester.... 18	18	do.	Same as No. 401.
473	Jordan, Louis Chas. L. 14	14	do.	do.
474	Joseph, Simeon Ed'd.. 15	15	do.	do. (2 weeks.)
475	Kearns, James..... 14	14	do.	do. (2½ months.)
476	King, Alonzo B..... 14	14	do.	do. (2 weeks.)
477	King, James..... 14	14	do.	Same as No. 401.
478	Klemm, Adolph M.... 15	15	do.	do.
479	Kruse, Albert Thos.. 14	14	do. (4 months.)	do.
480	Leverich, Jas. Henry.. 15	15	Same as No. 401.	do.
481	Levy, Solomon J.... 15	15	do.	do. (4 months.)
482	Lockwood, Francis S.. 14	14	do.	Same as No. 401.
483	Logan, Thos. James.. 17	17	do.	do.
484	Loudon, John Carlisle. 15	15	do.	do. (1½ months.)
485	Lyon, Edmond Robt.. 14	14	do.	do. (8½ months)
486	McAlpine, George.... 16	16	do.	Same as No. 401.

No.	Names.	g. q.	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
487	McAniffa, John Jos.	16	Same as No. 401.	Same as No. 401 (4 mos.)
488	McCann, Patrick	15	do.	Same as No. 401.
489	McDermott, Chas. J.	17	do.	do.
490	McInerney, Martin J.	15	do.	do.
491	Mack, Lawrence	15	do.	do.
492	Mackean, James	15	do.	do.
493	McLean, Archibald	15	do.	do.
494	McLean, Francis	15	do.	do.
495	McNamara, Richard	15	do.	do. (4½ months.)
496	Macconnell, James M.	15	do.	Same as No. 404.
497	McQuade, Thos. John	15	do.	do.
498	Mahoney, James A.	14	do.	
499	Marshall, William A.	15	do.	Same No. 401 (4 mos.)
500	Martin, Franklin T.	16	do.	Same as No. 401.
501	Maxwell, Robert	15	do.	do. (1½ months.)
502	Mayorga, Joseph D.	15	do.	do. (4 months.)
503	Mead, Charles Edgar	15	do.	Same as No. 401.
504	Mills, Luther L.	16	do.	do.
505	Milspaugh, Philip, Jr.	16	do.	do.
506	Moore, Albert	15	do.	do.
507	Morgan, Alexander C.	15	do.	do.
508	Morton, Edmond Q.	19	do.	do.
509	Newman, Frederick J.	16	do.	do.
510	Ochs, Edward	14	do.	do. (2½ months.)
511	O'Donnel, William H.	15	do.	Same as No. 401.
512	Olmstead, Jas. Fredk.	17	do.	do.
513	Oppenheim, Louis	15	do.	do.
514	Perrin, Raymond S.	15	do.	do.
515	Phillips, Mitchell	14	do.	do.
516	Pratt, Charles Henry	15	do.	do.
517	Radde, Louis E. G.	15	do.	do.
518	Rettmer, Conrad	16	do.	do.
519	Reynolds, Warren U.	15	do.	do.
520	Robertson, Archib'd J.	16	do.	do.
521	Rogers, William H.	15	do. (4 months.)	
522	Rosenblum, Lewis H.	15	Same as No. 401.	Same as No. 401.
523	Ross, John	14	do.	do. (3½ months.)
524	Rush, Thos. Jefferson	15	do.	Same as No. 401.
525	Samek, Alexander	15	do.	do.
526	Schultz, Adolph R.	15	do.	
527	Seymour, John C.	15	do.	Same as No. 401.
528	Simpson, Robert T.	16	do.	do.
529	Simpson, Silas F.	15	do.	do.
530	Smith, Chas. Albert	15	do.	do. (2½ months.)
531	Smith, Jacob Aug.	16	do.	do. (3 weeks.)
532	Smith, Le Grand B.	17	do.	do. (1 month.)
533	Smith, Wilbur Fisk	16	do.	do. (3½ months.)
534	Spoffard, Thomas	15	do.	Same as No. 401.
535	Sterling, Andrew M.	15	do.	do.
536	Strang, Charles	15	do.	do.
537	Stucke, Henry	15	do.	do. (3½ months.)
538	Sutter, John Louis	16	do.	do. (4½ months.)
539	Taylor, Charles A.	16	do.	Same as No. 401.
540	Taylor, Theodore A.	14	do.	do.
541	Tessier, Louis N.	15	do.	do.
542	Tice, William Alfred	15	do.	do.
543	Townley, John F.	14	do.	do.
544	Tracy, Peter	14	do.	do.
545	Tully, Marcus Edw'd.	15	do.	do.
546	Tuthill, James A. D.	16	do.	do.

No.	Names.	Age	Studies pursued from Sept. 21st, 1864, to Feb. 15th, 1865.	Studies pursued from Feb. 16th, 1865, to July 18th, 1865.
547	Tytlor, Geo. Edward.	15	Same as No. 401.	Same as No. 401.
548	Van Horn, Charles S.	15	do.	do.
549	Van Houten, Ed'd E.	15	do.	do.
550	Van Schaick, S. W....	16	do.	do.
551	Varian, Isaac Stevens.	14	do.	do.
552	Vogel, Edward Chas.	14	do.	do.
553	Waterbury, John I....	14	do.	do.
554	Weil, Auguste.....	15	do.	do. (4½ months.)
555	Wells, Walter Egbert.	14	do.	do. (2½ months)
556	Wight, Chas. Royall..	16	do.	Same as No. 401.
557	Wray, Joseph B.....	14	do.	do.
558	Zeller, Eugene	17	do.	do.
559	Smith, William A....	16	Same as No. 126 (1½ months) in Ancient Lan- guages.	Same as No. 126 (2½ months) in Ancient Lan- guages.
560	Chalmers, William I..	14		Same as No. 253.
561	Claffin, John	14		do.
562	Dougherty, John H..	15		do.
563	Fowler, George B....	17		do.
564	Lyon, Addison Jesse..	15		do.
565	Klein, Herman O. A..	15		Same as No. 401.

Number of Students who have pursued Classical Studies, or Studies in the Higher Branches of English Education, or both, for Four Months, or upwards.

All the students named in the foregoing Schedule, have pursued Classical Studies, and studies in the higher branches of English Education, as therein stated, for four months, or upwards, being in all five hundred and sixty-five (565).

City and County of New York, ss. : HORACE WEBSTER, being duly sworn, doth depose and say, that he is Principal of the New York Free Academy, situated in the City and County of New York, whose annual report to the Regents of the University of the State of New York is hereunto annexed : that said report is made in conformity to the latest instructions received from the said Regents, and in conformity to the Act of the Legislature of the State of New York, amendatory of the several School Acts, passed July 3, 1851, and of the Act amendatory thereto, passed March 9, 1855 : that the preceding Schedule contains a true statement of the names, ages, and studies, of the several students belonging to the said Free Academy, on the 14th day of July, 1863, or who belonged to it during part of said year ending on that day, and who are claimed to have pursued, for four months or upwards, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the Ordinance of the Regents of the 20th October, 1853, as set forth in the explanations which precede the Schedule ; that none of said students are under the age of twelve years, and that such of them as are claimed to be classical students have actually pursued at the said Academy, or elsewhere, all the preliminary studies required by the rules of said institution, and by the 6th and 7th sections of said Ordinance of the said Regents, to make them such students, and have also read the books, or parts of books, specified in the preceding Schedule ; that such of them as are claimed to be students of the higher branches of English Education, had, before they were considered as such students, attained at this Academy or elsewhere, such proficiency in reading and writing, and acquired such elementary or preliminary knowledge as is required by the 8th section of said Ordinance ; that they have all subsequently pursued the requisite studies and performed the requisite exercises in composition and declamation as are required by the rules relating to the said Academy, and for the period of time required by the said Ordinance of the Regents to entitle the said Academy to a distributive share of the income of the Literature Fund ; and each of said students as have not pursued at this Academy, the said preliminary studies, has, on special examination duly made, before entering said Academy, been found to have acquired the proficiency in said studies required by the said Ordinance, as set forth in the said explanation. All which this deponent affirms to be true, according to the best of his knowledge, information, and belief.

HORACE WEBSTER.

Subscribed and sworn to before me, this }
25th day of October, 1865.

THOMAS BOESE,
Clerk of Board of Education.

No. 13.

DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.

BOARD OF EDUCATION,

CITY OF NEW YORK, DECEMBER 27, 1865.

Mr. VANCE presented the Annual Report of the Finance Committee, of the financial operations of the Board of Education for the year 1865.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESE,
Clerk.



REPORT.

To the Board of Education :

THE Finance Committee present herewith the annual report of the School fund and the expenditures and appropriations embraced by the operations of the Board for the year ending the thirty-first (31st) of December, 1865.

The statements of the several accounts attached will give to the Board a succinct record of the disposition of the fund, as made by its direction, under its appropriations, general and special. The liabilities of the Board under the contracts made through special acts and by overdrafts on general appropriations, are also stated with a detail of the items that make the deficit, which must be provided for in the distribution of the fund for the year 1866. Your Committee report that the aggregate of the liabilities against the fund for 1866 is much larger than they anticipated at the commencement of the year. They, in common with the community generally, looked for a reduction of the cost of labor and materials, rather than an increase, which anticipation, it is scarcely necessary to remind the Board, has been met by greatly enhanced prices of those kinds of labor and materials required for the construction and repair of buildings, and the supplies necessary for the operations of the schools. The liability includes the contracts for rebuilding Grammar School-House No. 41, in the Ninth Ward, and a new Primary School Building in the Fifth Ward, now under construction, and contracted for at probably much less prices than could be now, and is also partially the result of the extensive alterations and repairs of Grammar School Building No. 15, in the Eleventh Ward, No. 49, in the Twenty-first Ward, No. 45, in the Sixteenth Ward, Primary No. 10, in the Thir-

teenth Ward, and the renovation and repair of the defective heating apparatus in many of the buildings, to the great advantage and increased accommodation of the pupils attending. The sum expended by the Trustees for the salaries of the teachers and janitors, very nearly equals that appropriated for them; the attendance of pupils having kept full pace with that of any previous year, and will probably, by the returns made, show an increase over that of 1864, necessitating the employment of as many or more teachers than were employed during the year, while the costs of living have made it a duty, which the Trustees have generally recognized, to compensate them by paying them the full amount allowed by the By-Laws of the Board.

This item, with that under the head of "Incidental Expenses of Ward Schools," which embraces current repairs of buildings, printing, fuel, and the various miscellaneous expenses attendant upon local operations and the expenditures for "Evening Schools," controlled by the Trustees, subject to the general limitations made by the Board, exhaust three fifths of the School fund, and this is probably dispensed with as much good judgment as the peculiar organization of the School system of our city will admit.

The Board is aware that the Finance Committee has not had heretofore, under the by-laws, any control of the appropriations asked for from the Board, and that several Committees report these for consideration according to the purposes referred to them, and to which they are to be applied, acting without concert, and independent of each other. From this practice it may be that appropriations are sometimes made that would be withheld if a more intimate knowledge of the condition of the finances was had before reporting them. Your Committee think that the tendency toward confining appropriations to the limits of the fund for the year, shown by the adoption, at the stated session held the 20th inst., of an amendment to the by-laws, requiring from your Committee a report upon the ability of the fund

to bear the appropriations sought before it shall be made, is in the right direction, as it is certainly desirable that this and all other means that can be used without detriment to the schools should be used to prevent in future this accumulating deficiency of the fund for any year for which it is received.

Your Committee deem it proper to state that the anticipation of a decrease in prices of labor and materials, above alluded to, caused the Board to apply, on our recommendation, for the sum of four hundred and fifty thousand dollars (\$450,000) only of the sum of six hundred and sixteen thousand dollars (\$616,000), which the Board was entitled to receive, under the laws controlling the raising of moneys for school purposes, thus, in its desire to economize, depriving the fund for 1865 of one hundred and sixty-six thousand dollars (\$166,000), which fact should be considered upon a scrutiny of the schedules annexed.

The items of expenditures herewith submitted are correct to the date of this report. Your Committee ask the privilege of making such additions or alterations as may be necessary on the final adjustment of the accounts at the closing of the year.

Respectfully submitted.

SAMUEL B. H. VANCE,	} <i>Finance Committee.</i>
TIMOTHY BRENNAN,	
JACOB C. BOGERT,	
HENRY P. WEST,	
WILSON SMALL,	

NEW YORK, *December 27, 1865.*

FINANCIAL STATEMENT FOR 1865.

RECEIPTS.

The School Fund for 1865, viz.:

The amount from the State.....	\$252,265 54	
An equal amount from the County.....	252,265 54	
One twentieth of one per cent. of valuation of real and personal estate in the city in 1864....	317,297 50	
Tax five dollars, for each scholar taught during the year ending the 1st October, 1861, as per official returns, 205,336.....	1,026,690 00	
	<u>\$1,848,508 58</u>	
The additional amount, applied for by the Board, March 15, under the Act of the Legislature of 3d of March, 1865.....	450,000 00	
Total fund for the year.....		\$2,298,508 58

PAYMENTS.

Amount of overdrafts on the City Chamberlain in 1864.....		86,533 77
Salaries of teachers in Ward Schools, viz.:		
For regular corps.....	\$1,220,471 43	
“ special teachers.....	46,630 14	
“ colored teachers.....	20,688 53	
		<u>1,287,790 10</u>
Salaries of Janitors in Ward Schools.....		57,075 36
Incidental expenses of Ward Schools, viz.:		
For fuel.....	\$71,790 65	
“ repairs through Shop.....	6,276 40	
“ repairs, cleaning, &c., by trustees.....	59,323 52	
		<u>137,400 57</u>
Support of the Free Academy, viz.:		
For Salaries.....	\$82,666 63	
“ Supplies through the Depository, Books, &c.....	5,243 39	
“ Incidentals.....	6,331 58	
		<u>94,241 58</u>
Repairs to the Free Academy.....		1,424 46
Support of the Evening Schools, viz.:		
For Salaries, Teachers.....	\$60,335 27	
“ Salaries, Janitors.....	3,665 00	
“ Gas, gas-fixtures, &c., &c.....	10,447 29	
		<u>\$74,447 56</u>
“ Books through the Depository.....	15,111 58	
		<u>89,559 14</u>

Rents of School Premises, to 1st Nov.....	\$19,397 98
Salaries of Superintendents, Clerks, &c., of Board of Education.....	47,753 24

Apportionment to Corporate Schools, viz. :

New York Orphan Asylum.....	\$1,133 10	
Roman Catholic Orphan Asylum.....	6,201 82	
Protestant Half-Orphan Asylum.....	1,790 30	
Society for Reformation of Juvenile Delinquents	5,166 94	
Leake and Watts Orphan Asylum.....	1,057 56	
Colored Orphan Asylum.....	1,344 62	
American Female Guardian Society and Home Industrial School.....	5,189 60	
New York Juvenile Asylum.....	4,200 00	
House of Reception of New York Juvenile Asy- lum.....	717 66	
Ladies' Home Missionary Society.....	1,964 04	
Five Points House of Industry.....	1,994 26	
Children's Aid Society.....	5,144 26	
		35,904 16

Supplies through the Depository, books, maps, slates, &c., &c.....	181,266 66
Supplies through the Depository from Shop.....	268 04
	181,534 70

Less charged the Free Academy.....	\$5,243 39	
" " Evening Schools.....	15,111 58	
" " Normal School	1,235 16	
	21,590 13	159,944 57

Repairs of buildings through the Shop.....	46,201 97	
Less charged altering and repairing buildings, special.....	32,114 40	
Less repairing Hall of Board of Educ'n	1,862 39	
" repairing Free Academy.....	48 82	
" charged Depository.....	268 04	
" charged incidental expenses of Ward Schools, repairs.....	6,276 40	
	40,570 05	5,631 92
Incidental expenses of Board of Education.....	33,831 34	
" " of repairing Hall of Board..	1,862 39	
		35,693 73

Payments on Special Appropriations made prior to
1865, viz. :

For Sites.....	\$34,000 00	
" erecting buildings.....	52,318 12	
" heating apparatus.....	24,787 21	
" furnishing buildings.....	1,754 00	
" pianos.....	1,400 00	
		114,259 33

Payments on Special Appropriations made in 1865, viz. :

For sites	\$31,000 00	
" erecting buildings.....	5,899 80	
" altering and repairing buildings	113,629 03	
" heating apparatus and repairs.	11,770 62	
" furnishing buildings.....	32,205 88	
" miscellaneous.....	2,375 12	
		<hr/>
		196,880 45
Normal School, Salaries	5,537 37	
" " incidentals.....	8 80	
" " books, &c., through Depository..	1,235 16	
		<hr/>
		6,781 33
Payments on piano appropriations, made in 1865....		1,717 00
		<hr/>
Total payments per warrants issued in 1865.....	\$2,377,988 69	
Deduct receipts, the fund for the year	2,298,508 58	
		<hr/>
Leaving overdraft on warrants drawn.....		\$79,480 11
		<hr/> <hr/>

Dec. 31, 1865.

GENERAL ACCOUNT, 1865.

Balances of Appropriations, General and Special, and of Amounts set apart, transferred to this Account, by Resolution of the Board of Education for Adjustment, showing the Liabilities of the Board by Overdraft on the Warrants drawn, and on Special Appropriations.

*Dr.**Cr.*

To Payments on Special Appropriations....	\$53,164 97	By City Chamberlain, overdraft.....	\$79,480 11
" Salaries of Janitors..	1,075 36	" Payments on Piano Appropriations....	283 00
" Incidental Expenses of Ward Schools...	1,400 57	" Salaries of Teachers in Ward Schools...	12,209 90
" Support of Free Academy	11,241 58	" Repairs of Free Academy	1,575 54
" Support of Evening Schools	9,559 14	" Repairs thro' Shop..	6,368 08
" Supplies through Depository.....	19,944 57	" Rents of School Premises.....	2,602 02
" Incidental Expenses of Bd. of Education	5,693 73	" Salaries of Officers of Bd. of Education...	2,246 76
" Corporate Schools. .	2,904 16	" Sat'day Normal School	218 67
	<u>\$104,984 08</u>		<u>\$104,984 08</u>
To amount of overdraft on warrants drawn on City Chamberlain, as above.....	\$79,480 11		
" Amount of balances, of Special Appropriations	173,941 58		
Total Liabilities.....	<u>\$253,421 69</u>		
Dec. 31, 1865.			

STATEMENT OF SPECIAL APPROPRIATIONS IN 1865.

Amount of Appropriations, transferred from 1864, per Statement of that year, for sites, buildings, heating apparatus, &c.....			\$115,663 22	
Do.	do.	for Pianos....	1,400 00	
				\$117,063 22
Of this amount the Board cancelled, viz.:				
An appropriation for heating G. S. No. 51, in 22d Ward.....				
			\$500 00	
Balance of an appropriation heating P. S. in 42d street, 19th Ward...				
			1,450 00	
Sundry items, balances not used...				
			13 58	
Deducted, by agreement, from carpenter's contract on P. S. in 42d street.....				
			524 00	
				2,487 58
Leaving to be paid on these appropriations.....				\$114,574 64
Amount of special appropriations made in 1865, for sites, buildings, heating, furnishing, &c.....				
			\$399,671 92	
Do.	do.	for Pianos...	2,637 00	
				\$402,308 92
Of this amount the Board cancelled, viz.:				
Appropriation for an addition to G. S. No. 42, in 10th Ward.....				
			\$29,723 00	
Sundry items, balances not used...				
			42 20	
Pianos sold in exchange.....				
			320 00	
				30,085 20
Leaving to be paid on these appropriations.....				372,223 72
Total.....				\$486,798 36
Amount paid on appropriations made prior to 1865, for buildings, sites, &c. \$112,859 33				
Do.	do.	for pianos...	1,400 00	
				114,259 33
Amount paid on appropriations made in 1865, for buildings, sites, &c.... \$196,880 45				
Do.	do.	for pianos..	1,717 00	
				198,597 45
Total payments.....				312,856 78
Leaving unpaid, transferred as a liability to 1866.....				\$173,941 58

Schedule A.

*Balances of Credits on Special Appropriations, transferred and debited to
the Account of Special Appropriations for 1866.*

Erecting new P. S. in 12th st., in 17th Ward (No. 26), in 1862....	\$315 31
Do. do. Vestry st., in 5th Ward, 1865....	\$14,613 00
Altering and repairing Gr. S. 23, in 6th Ward. \$256 09	
Do. do. 24, in 6th Ward. 247 85	
Painting Gr. Sa. 23 and 24, in 6th Ward.....	67 62
	<hr/>
Repairing Buildings in 7th Ward	571 56
Re-erecting Gr. S. building in 9th Ward	350 46
Altering P. S. 3, in 11th Ward	74,805 00
Altering and repairing Gr. S. 15, in 11th Ward	690 89
Repairing Gr. Sa. 37, 39, 46, 52 and P. S. 32, and yards of 37 and 39 in 12th Ward	2,036 60
Altering and repairing church building P. S. 10, in 13th Ward	1,721 45
Altering and repairing Gr. S. 30, in 14th Wd. 423 83	
And painting and repairing Gr. S. 21, and Col. S. 1, in 14th Ward.	6,964 25
	<hr/>
	2,092 77
Altering and repairing Gr. S. 45, in 16th Ward.....	52 47
Do. do. late Gr. S. 40, for P. S. 28 in 16th Ward.....	900 38
Altering and repairing Gr. S. 49, in 21st Ward.....	14,290 36
Painting Gr. S. 17, in 22d Ward	173 12
Heating Gr. S. 53, in 19th Ward.....	6,500 00
Do. do. 27, in 19th Ward	2,500 00
Do. do. 21, in 14th Ward	450 00
Furnishing P. S. 10, in 13th Ward.....	3,465 00
Do. do. 45, in 16th Ward.....	3,333 60
Do. do. 15, in 11th Ward.....	7,515 36
	<hr/>
	173,026 27
Pianos for W. S. 44, in 5th Ward	600 00
	<hr/>
Total.....	<u>\$173,941 58</u>

Schedule B.

Statement of General and Special Appropriation Accounts in detail, showing the Amounts set apart and Appropriated and Balances transferred to General Account, 1865.

Dr. **SALARIES OF TEACHERS AND JANITORS.** *Cr.*

To payments for Teachers in Ward Schools..\$1,287,790 10	By amount appropriated for teachers' salaries.\$1,300,000 00
To payments for Janitors in Ward Schools. 57,075 36	By amount appropriated for janitors' salaries... 56,000 00
To balances to General Account:	
Teachers..\$12,209 90	
Less janitors..... 1,075 36	
<u>11,134 54</u>	
<u>\$1,356,000 00</u>	<u>\$1,356,000 00</u>

Dr. **INCIDENTAL EXPENSES OF WARD SCHOOLS.** *Cr.*

To payments for fuel in Ward Schools 71,790 65	By amount appropriated.\$136,000 00
To payments for repairs by trustees..... 59,333 52	By balance to General Account 1,400 57
To payments for repairs through Shop. 6,276 40	
<u>\$137,400 57</u>	<u>\$137,400 57</u>

Dr. **SUPPORT OF THE FREE ACADEMY.** *Cr.*

To payments for salaries . \$82,666 63	By amount appropriated.\$83,000 00
To payments for incidentals 6,331 56	By balance to General Account..... 11,241 58
To payments for books, &c., through the Depository..... 5,243 39	
<u>\$94,241 58</u>	<u>\$94,241 58</u>

Dr. **REPAIRS OF THE FREE ACADEMY.** *Cr.*

To payments..... \$1,375 64	By amount appropriated..... \$1,000 00
To payments, repairs through Shop 48 82	To balance set apart unappropriated..... 2,000 00
To balance to General Account..... 1,575 54	
<u>\$3,000 00</u>	<u>\$3,000 00</u>

Dr.

REPAIRS THROUGH THE SHOP.

Cr.

To payments for labor and materials.....	\$46,201 97	By amount appropriated..	\$12,000 00
To balance to General Account.....	6,368 08	By amount charged sundry appropriations for work through the Shop, special.....	32,114 40
		By amount charged incidental expenses of Ward Schools.....	6,276 40
		By Amount charged Free Academy, Board of Education, Depository, &c..	2,179 25
	<u>\$52,570 05</u>		<u>\$52,570 05</u>

Dr.

SUPPORT OF EVENING SCHOOLS.

Cr.

To payments for salaries..	\$64,000 27	By amount appropriated..	\$80,000 00
To payments for gas, repairs, &c	10,447 29	By balance to General Account.....	9,559 14
To books, stationery, &c., through Depository....	15,111 58		
	<u>\$89,559 14</u>		<u>\$89,559 14</u>

Dr.

SUPPLIES THROUGH THE DEPOSITORY.

Cr.

To payments.....	\$181,266 66	By amount appropriated..	\$140,000 00
To supplies from the Shop.	268 04	By supplies to Free Academy.....	5,243 39
		By supplies to Evening Schools.....	15,111 58
		By supplies to Normal Schools.....	1,235 16
		By balance to General Account.....	19,944 57
	<u>\$181,534 70</u>		<u>\$181,534 70</u>

Dr.

RENTS OF SCHOOL PREMISES.

Cr.

To payments, rents to 1st November.....	\$19,397 98	By amount appropriated..	\$19,000 00
To balance transferred to General Account.....	2,602 02	By balance set apart, unappropriated.....	3,000 00
	<u>\$22,000 00</u>		<u>\$22,000 00</u>

Dr. SALARIES OF OFFICERS OF THE BOARD OF EDUCATION. *Cr.*

To payments.....	\$47,753 24	By amount appropriated..	\$48,000 00
To balance to General Account.....	2,246 76	By balance set apart, un-	
		appropriated.....	2,000 00
	<u>\$50,000 00</u>		<u>\$50,000 00</u>

Dr. INCIDENTAL EXPENSES OF BOARD OF EDUCATION. *Cr.*

To payments.....	\$33,831 34	By amount appropriated..	\$30,000 00
" Repairs thro' Shop of		" Balance to General Account.....	5,693 73
Hall of Board.....	1,862 39		<u>\$35,693 73</u>
	<u>\$35,693 73</u>		

Dr. APPORTIONMENT TO CORPORATE SCHOOLS. *Cr.*

To Payments, viz :		By amount appropriated ..	\$33,000 00
N. Y. Orphan Asylum..	\$1,133 10	" General Account.....	2,904 16
Roman Catholic Orphan			
Asylums.....	6,201 62		
Protestant Half-Orphan			
Asylum	1,790 30		
Society for Reformation			
of Juven. Delinquents	5,166 94		
Leake and Watts Or-			
phan Asylum	1,057 56		
Colored Orphan Asylum.	1,344 62		
American Female Guar-			
dian Society and Home			
Industrial School....	5,189 60		
N. Y. Juvenile Asylum..	4,200 00		
House of Reception N.Y.			
Juvenile Asylum.....	717 66		
Ladies' Home Mission-			
ary Society.....	1,964 04		
Five Points House of In-			
dustry.....	1,994 26		
Children's Aid Society..	5,144 26		
	<u>\$35,904 16</u>		<u>\$35,904 16</u>

Dr.

PAYMENTS FOR PIANO APPROPRIATION.

Cr.

To payments, viz. :		By amount appropriated..	\$2,000 00
For W. S. 27, 19th Ward.	\$75 00		
For P. S. 27, 20th Ward.	275 00		
For W. S. 15, 11th Ward.	580 00		
For W. S. 49, 21st Ward.	500 00		
For P. S. 34, 3d Ward..	287 00		
	<u>\$1,717 00</u>		
To balance to General Account.....	283 00		
	<u>\$2,000 00</u>		<u>\$2,000 00</u>

Dr.

PAYMENTS ON SPECIAL APPROPRIATIONS.

Cr.

To payments on account of indebtedness of 1864 ..	\$114,259 33	By amount appropriated for indebtedness of 1864	\$117,062 22
To payments on appropriations of 1865.....	196,880 45	By amount appropriated for 1865.....	140,912 59
		By balance to General Account	53,164 97
	<u>\$311,139 78</u>		<u>\$311,139 78</u>

Dr.

NORMAL SCHOOL.

Cr.

To payments, salaries	\$5,537 37	By appropriations.....	\$7,000 00
To payments, incidentals.	8 80		
To payments, books, &c., through Depository....	1,235 16		
To balance to General Account.....	218 67		
	<u>\$7,000 00</u>		<u>\$7,000 00</u>

Schedule C.**BANK ACCOUNT, 1865.**

Balance in Bank, per Bank Book, 22d Dec., 1864.	\$61,241 99
Deposited since by the Comptroller.....	<u>2,298,508 58</u>
Total receipts.....	\$2,359,750 57
Paid on warrants outstanding 22d Dec., 1864....	19,515 33
Paid on warrants drawn from 22d Dec. to 31st Dec., 1864.....	126,456 78
Paid on warrants drawn from 31st Dec., 1864, to 26th Dec., 1865.....	<u>2,204,879 35</u>
Total payments.....	<u>2,350,851 46</u>
Balance in Bank, per Bank Book, 26th Dec., 1865.....	<u>\$8,899 11</u>

*Statement of Warrants outstanding per Report of the Auditing Committee, made
27th December, 1865.*

Warrants outstanding 22d Dec 1864.....	\$21,325 33
Do. drawn since, to 26th Dec, 1865.....	<u>2,377,782 28</u>
Total.....	\$2,399,107 61
Paid of warrants outstanding 22d Dec., 1864....	\$19,515 33
Paid of warrants drawn from 22d to 31st Dec., 1864.....	126,456 78
Paid of warrants drawn from 31st Dec., 1864, to 26th Dec., 1865.....	<u>2,204,879 35</u>
Total.....	<u>2,350,851 46</u>
Warrants outstanding 26th Dec.....	<u><u>\$48,256 15</u></u>
Drawn prior to 30th June, 1864, not presented at Bank.....	\$1,810 00
Drawn from 30th June, 1864, to 31st Dec., 1864, not presented at Bank.....	15 30
Drawn from 31st Dec., 1864, to 26th Dec. 1865, not presented at Bank.....	<u>46,430 85</u>
	<u><u>\$48,256 15</u></u>

No. 14.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,

CITY OF NEW YORK, DECEMBER 27, 1865.

Mr. ADAMS presented a Report from the Auditing Committee on the examination of the accounts in the Clerk's office, from the 22d day of December, 1864, to the 26th day of December, 1865.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESE,
Clerk.

REPORT.

To the Board of Education :

The Auditing Committee respectfully report :

That they have examined the accounts of the Clerk of the Board from the 22d day of December, 1864, to the 26th day of December, 1865, and find the same to be correct, as shown by the following table and the schedules annexed :

Dec. 22, 1864—Balance in the Broadway Bank.....	\$61,241 99
Deposited since by the Comptroller.....	2,298,508 58

Total Receipts.....	\$2,859,750 57
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PAYMENTS.

Warrants outstanding December 22d, 1864	
((\$21,835 08), less (\$9 75), amounts cancelled	
by the Board.....	\$21,825 38
Still outstanding (Schedule A).....	1,810 00

Paid.....	\$19,515 38
-----------	-------------

Warrants drawn from Dec. 22d to Dec. 31st,	
1864.....	\$126,472 08
Still outstanding (Schedule B).....	15 80

Paid.....	\$126,456 78
-----------	--------------

Warrants drawn from Dec. 31st, 1864, to	
December 26th, 1865.....	\$2,251,810 20
Still outstanding (Schedule C).....	46,480 85

Paid.....	\$2,204,879 85
-----------	----------------

Total payments from Dec. 22d, 1864, to Dec. 26, 1865.....	\$2,350,851 46
Leaving a balance to the credit of the Board of.....	\$8,899 11
The Bank-book shows a balance on the 26th day of Dec. 1865, of	\$8,899 11

All of which is respectfully submitted.

W. W. ADAMS, HENRY P. WEST, THOMAS BROWN, JNO. F. TURNER, JAMES F. HORAN,	} <i>Auditing Committee.</i>
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NEW YORK, Dec. 27, 1865.

OUTSTANDING WARRANTS, DECEMBER 26, 1865.

Schedule A.

Drawn prior to June 30th, 1864, and not returned by the Bank, December 26th, 1865 :

Date.	No.	Amount.	Date.	No.	Amount.
1863.....	318.....	\$1,800 00	1864.....	981.....	\$10 00
				Total.....	\$1,810 00

Schedule B.

Drawn from June 30th, 1864, to December 31st, 1864, and not returned by the Bank, December 26th, 1865 :

Date.	No.	Amount.	Date.	No.	Amount.
1864.....	2567.....	\$8 80	1865.....	2719.....	\$12 00
				Total.....	\$15 80

Schedule C.

Drawn since December 31st, 1864, and not returned by
the Bank, December 26th, 1865 :

No.	Amount.	No.	Amount.	No.	Amount.
68	\$6 00	2018	\$20 00	2577	\$423 02
1173	2 00	2020	14 24	2586	91 80
1175	50 00	2025	109 68	2588	4 50
1180	4 00	2047	170 06	2590	48 88
1825	75 00	2070	2,594 80	2408	489 96
1831	800 00	2085	75 00	2485	38 00
1876	5 81	2108	37 50	2486	61 62
1424	7 50	2108	294 00	2486½	17 50
1442	5 60	2107	825 50	2492	2,304 81
1482	8 50	2110	1,202 04	2498	718 77
1485	20 67	2111	1,748 20	2511	2,629 58
1685	110 00	2114	218 50	2512	2,320 16
1682	800 00	2118	834 00	2520	409 17
1701	20 88	2121	547 51	2530	1,782 50
1781	8 50	2122	86 94	2538	2,596 45
1782	8 50	2128	26 15	2536	879 87
1766	21 47	2238	41 71	2587	2,880 80
1768	1 25	2239	109 54	2588	2,421 51
1806	12 00	2241	26 88	2589	1,086 98
1812	84 18	2242	108 00	2540	1,077 51
1814	18 94	2244	10 00	2548	2,631 24
1819	10 80	2246	120 00	2551	8,061 72
1822	5 78	2249	12 00	2552	2,696 12
1828	28 00	2258	18 85	2558	12 18
1828	75 40	2258	28 68	2559	18 80
1924	94 00	2262	10 70	2560	51 60
1969	8 00	2299	109 81	2561	56 00
1975	11 85	2801	6 50	2562	296 75
1980	16 00	2804	12 00	2568	115 26
1983	21 69	2809	15 00	2564	115 80
1986	32 00	2810	188 85	2567	98 00
1920a	25 40	2816	8 50	2571	4,018 77
1933a	6 00	2821	71 52	2573	27 08
1934a	49 60	2888	829 87	2574	8 80
1954a	7 50	2845	8 00	2575	595 00
1974a	61 50	2852	187 60	2576	50 00
1975a	2 88	2858	65 00		
1986a	80 82	2571	220 80		
2002	9 75	2876	42 00		
				Total.....	\$46,480 85



No. 15.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.**

BOARD OF EDUCATION,
CITY OF NEW YORK.

MR. BRENNAN presented the Annual Report of the Committee on Supplies, of the operations of the Depository for the year 1865.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESÉ,
Clerk.



REPORT.

To the Board of Education:

The Committee on Supplies, in compliance with the requirements of the By-Laws, respectfully submit a detailed statement of their transactions for the year ending December 31, 1865, as follows:

The whole Amount expended for Books, Stationery, and other Supplies, for the Grammar, Primary, and Colored Schools, for the year ending Dec. 31, 1865, was,	\$152,210 03
The Amount expended for Books, Stationery, and other Supplies for the Free Academy, Normal Schools, and Evening Schools, for the year ending December 31, 1865, was,	21,590 13
The Amount allowed being 25 per cent. on Contracts from 1st Sept., 1864, to Dec. 31, 1864, paid in 1865,	7,466 50
The Amount of Stock on hand in the Depository, December 31, 1864, was,	16,508 13
	<u>\$197,774 79</u>

The Amount furnished to the Grammar, Primary, and Colored Schools from the Depository, for the year 1865, was,	134,637 20
Amount delivered the Free Academy,	\$5,243 39
Amount delivered the Evening Schools,	15,111 58
Amount delivered the Female Normal School,	954 35
Amount delivered the Colored Normal School,	280 81
	<u>21,590 13</u>
Amount paid to Contractors, and charged Depository,	7,466 50
Amount delivered the Board of Education, School Boards of the different Wards, Clerk's Office, Superintendent's Office, Shop, Depository, etc.,	5,283 72
	<u>\$168,977 55</u>
Stock on hand December 31, 1865,	28,797 24
	<u>\$197,774 79</u>

A Statement is herewith appended, showing the Amounts delivered to each Department.

All of which is respectfully submitted.

TIMOTHY BRENNAN,	} <i>Committee</i>
SAMUEL B. H. VANCE,	
JAMES L. MILLER,	
JAMES W. FARR,	
JAMES B. DUFIIGNAC,	

on Supplies.

From Ledger, December 31st, 1865.

	MALE.	FEMALE.	PRIMARY.
Grammar School No. 1.	\$827 64	\$720 19	\$445 49
" 2.	744 99	366 76	362 07
" 3.	852 00	1,113 06	327 87
" 4.	912 90	348 30	648 84
" 5.	1,611 30	410 52	534 24
" 6.	325 17		134 64
" 7.	759 58	708 78	465 02
" 8.	571 33	924 02	632 07
" 9.	319 85	300 27	
" 10.	1,329 18	1,010 01	318 51
" 11.	1,639 50	1,286 72	408 09
" 12.	614 45	296 92	241 98
" 13.	1,088 24	875 83	781 10
" 14.	1,905 58	1,715 96	1,280 55
" 15.	828 17	713 05	651 87
" 16.	593 15	488 06	149 83
" 17.	1,538 25	1,253 19	821 89
" 18.	1,145 90	956 40	515 37
" 19.	1,874 02	1,921 33	1,198 33
" 20.	1,344 34	740 11	663 16
" 21.	1,455 25	527 70	546 33
" 22.	788 67	1,097 29	443 99
" 23.	646 49	537 14	541 98
" 24.	587 02	486 55	361 02
" 25.			359 41
" 26.			
" 27.	630 94	769 44	544 11
" 28.	866 08	740 19	489 68
" 29.	1,188 89	1,062 63	483 91
" 30.	113 06	535 91	370 18
" 31.	1,232 52		282 66
" 32.	1,404 02		740 35
" 33.		1,862 28	836 34
" 34.	829 30	494 41	263 72
" 35.	2,776 80		462 04
" 36.	598 31	867 51	503 99
" 37.	1,205 64	1,158 19	564 92
" 38.	1,440 59	1,367 14	592 67
" 39.	748 48	904 80	483 34
" 40.	1,926 38		569 97
" 41.	471 17	470 73	256 88

From Ledger, December 31st, 1865.—Continued.

	MALE.	FEMALE.	PRIMARY.
Grammar School No. 42.	\$886 44	\$1,628 57	\$885 52
“ 43.	554 91		130 62
“ 44.	1,355 20	1,003 21	620 65
“ 45.	1,055 68	2,686 33	648 15
“ 46.	360 92	305 25	
“ 47.		{ 1,067 39	
		{ 820 48	483 26
“ 48.	1,036 82	1,202 87	1,102 45
“ 49.	1,405 93	1,585 56	636 38
“ 50.		2,046 46	379 89
“ 51.	1,032 77		558 84
“ 52.	349 70		
“ 53.	676 30.	907 89	270 57
“ 54.	604 19		152 81
“ 55.	1,725 89		807 05
	\$50,679 90	\$42,285 40	\$26,954 60

Male..... \$50,679 90

Female..... 42,285 40

Primary..... 26,954 60

 \$119,919 90

Grammar Schools..... \$134,637 20

Evening Schools..... 15,111 58

Free Academy..... 5,243 39

Female Normal..... 954 35

Colored Normal..... 280 81

 \$21,590 13

 \$156,227 33

Primary Schools to Dec. 31st, 1865.

No. 1.....	\$1,002 49	No. 22.....	\$603 78
" 2.....	369 73	" 23.....	346 15
" 3.....	302 62	" 24.....	260 55
" 4.....	64 36	" 25.....	354 87
" 5.....	296 90	" 26.....	781 28
" 6.....	236 03	" 27.....	786 56
" 7.....	212 06	" 28.....	417 07
" 8.....	353 83	" 29.....	492 61
" 9.....	288 45	" 30.....	33 67
" 10.....	39 04	" 31.....	244 45
" 11.....	262 60	" 32.....	174 36
" 21.....	296 61	" 33.....	162 90
" 12.....	53 84	" 34.....	145 76
" 13.....	153 06	" 35.....	116 36
" 14.....	795 33	" 36.....	280 50
" 15.....	222 66	" 37.....	157 83
" 16.....	199 07	" 38.....	378 66
" 17.....	269 47	" 39.....	333 51
" 18.....	165 61	" 40.....	458 40
" 19.....	193 09		
" 20.....	215 75		
			<hr/>
			\$12,521 87

Colored Schools.

1 M.....	\$261 48	5 P.....	\$60 71
1 F.....	270 87	6.....	317 63
2 M.....	246 37	7.....	474 95
2 F.....	362 00	3 P.....	81 10
2 P.....	92 75		
4.....	27 57		
			<hr/>
			\$2,195 43

Evening Schools, Dec. 31st, 1865.

WARDS.	MALE.	FEMALE.
1st.....	\$271 78	\$206 25
4th.....	617 03	317 31
5th.....	378 80	78 36
6th.....	310 29	232 34
7th.....	256 26	144 47
8th.....	490 31	478 18
9th.....	363 74	227 81
10th.....	352 51	175 45
11th.....	761 85	483 49
12th, in 37.....	197 71	89 98
" 39.....	110 77	14 70
" 43.....	155 90	
13th.....	256 79	269 72
14th.....	742 85	361 56
16th.....	549 42	281 24
17th, in 13.....	636 41	.....
" 26.....	520 33	.....
" 19.....	.....	333 78
" 22.....	.....	293 26
18th.....	482 72	287 38
19th.....	450 97	198 34
20th.....	399 99	300 77
21st.....	477 22	181 12
22d., in 17.....	339 21	239 54
" 28.....	208 90	87 41
" 51.....	262 65	.....
	<u>\$9,594 41</u>	<u>\$5,282 46</u>

8th Ward, Colored.....	\$78 78
16th " "	155 93
	<u>\$234 71</u>

Male.....	\$9,594 41
Female.....	5,282 46
Colored, Ev'g.....	234 71
	<u>\$15,111 58</u>

Depository Supplies by Wards to Day Schools.

1st Ward.....	\$3,336 75	13th Ward.....	\$4,048 87
2d "	145 76	14th "	6,636 84
3d "	157 83	15th "	8,267 67
4th "	3,148 06	16th "	10,979 29
5th "	3,465 27	17th "	9,758 51
6th "	3,883 76	18th "	6,031 45
7th "	4,422 85	19th "	6,416 92
8th "	6,819 84	20th "	9,289 32
9th "	5,514 03	21st "	8,529 96
10th "	9,084 01	22d "	8,765 24
11th "	7,751 43		
12th "	8,183 54		

Free Academy.....	\$5,243 39
Normal School.....	954 35
Colored Normal School.....	280 81
Evening Schools.....	15,111 58

\$21,590 13

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